

**New York State Education Department
LEA School Improvement Grant Application, FY 2011**

Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**School Improvement Grants
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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| District: Greenburgh Eleven UFSD | |
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I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)

Typed Name: Sandra G. Mallah

Date: May 23, 2011

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

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- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section A: Schools to be Served:

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

| School Name | NCES # | Tier I | Tier II | Tier III* | Intervention (Tier I and Tier II only) | | | |
|------------------------------|--------------|--------|---------|-----------|--|---------|---------|----------------|
| | | | | | Turnaround | Restart | Closure | Transformation |
| Rafael Cordero Middle School | 361014000454 | ✓ | | | | | | ✓ |

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

Section B: Descriptive Information

Directions: When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language).**

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Background and Context

- The Greenburgh Eleven Union Free School District (District) is located in the village of Dobbs Ferry (Westchester County), on the campus of Children’s Village, a residential treatment center. Greenburgh Eleven is a Special Act Public School established by the New York State legislature to provide educational services to students with special needs and assumes the same powers and privileges as a union free school district under Education Law. The school also admits day students who can benefit from the specialized instruction the school provides.
- Students served by Greenburgh Eleven are classified as emotionally disabled and arrive at school with backgrounds that include poverty, neglect, and abuse. In collaboration with the Children’s Village staff, instruction is provided to this highly specialized population.
- Greenburgh Eleven is committed to applying for and utilizing SIG 1003(g) funding resources and related support to fully implement the Transformation Model in the Rafael Cordero Middle School (RCMS). RCMS was designated as a Persistently Lowest Achieving school in the 2010-2011 school year because it did not meet accountability standards for Grade 8 English Language Arts (ELA).
- As a result of receiving the PLA designation for RCMS, Greenburgh Eleven engaged in a comprehensive needs assessment, designed to produce the most complete picture of the strengths of the school and district and those areas that could be strengthened through the implementation of a Transformation Model. This needs assessment included participation in the Joint Intervention Team on-site review (March 2011); curriculum and instructional audits conducted by content area specialists in the four key subject areas (ELA, math, science and social studies); extensive consultations with national experts in the field of RtI and PBIS; and ongoing consultation and collaboration with parents, school administrators, and staff, including their union representatives. This process has culminated in the development of the School Improvement Grant application, and represents the first step in a system-wide effort to dramatically improve outcomes for RCMS students.

Overview of Transformation Model to be Implemented

- To address the school’s designation as a Persistently Lowest Achieving school, the District will implement a Transformation Model.
- The central components of this model will include:
 - revamping the instructional program in all content areas to ensure that it is research-based and aligned with Common Core State Standards;
 - establishing an assessment system that will allow teachers to more adequately respond to students’ academic needs and behavioral issues;

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- improving the capacity of instructional staff through job-embedded professional development; and
 - infusing technology and strengthening the infrastructure to enhance instruction, learning, and the use of data for student success.
- Given the poor academic and pro-social achievement of the school's student performance, limited current school capacity to implement systematic changes and the lack of systems to sustain the substantive changes needed, it is proposed that through professional development and ongoing technical assistance, May Institute consultants will work with administrative and instructional staff to plan, develop, implement, and continuously monitor a response-to-intervention model, comprised of a multi-tiered framework founded upon problem-solving logic. The ultimate goal of this process is to develop the systems and practices found by research to support enhanced academic and behavioral student outcomes. It is anticipated that this will be achieved through (a) more targeted instruction and (b) increased capacity to address problem behavior in the classroom, greater time on-task, and improved social skills.

The multi-tier framework will be comprised of varying levels of service delivery, wherein students are assigned to the level of support necessary for them to be successful. At Tier I (universal), all students receive academic and social skills curricula through evidence-based instructional techniques. Trained staff will attempt to address specific student needs through differentiated instruction and behavior management strategies that have been implemented with fidelity. All students also will be reinforced for their display of expected behavior in the school.

At Tier II (secondary), a subset of students is assigned to group-based interventions intended to support appropriate behavior and academic growth through efficient procedures predominantly implemented in a small group format. This level of support will likely be necessary and sufficient for a small group of students. Finally, at Tier III (tertiary), students with the highest documented need will receive intensive interventions individualized for them based upon comprehensive evaluation. This level of service will likely be necessary for a small number of students.

Assignment of students to the various levels of service will be informed by data collected through multiple assessment methods across multiple purposes of assessment. Specifically, behavioral data will be collected for screening, progress monitoring, and functional behavior assessment procedures. Academic data will be collected for the purpose of benchmarking, survey level assessment, and progress monitoring. Electronic data systems will facilitate the continuous analysis and interpretation of academic and behavioral data for decision-making purposes. Representative teams inclusive of administrative, instructional, and support staff will conduct monthly meetings to review student and program data, create decisions relative to student gains and necessary changes in programming, and create action plans relative to continued program development.

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Overview of Professional Development to be Provided in Support of Model

- Principal Reginald Warren, who began his tenure as principal of RCMS in September 2010, will be an active participant in trainings offered to staff at the school to support the implementation of the Transformation Model. Additionally, he will pursue outside training through BOCES or other regional and local organizations, including those with programs focused on school leadership development, with an emphasis on schools serving special needs students.
- Teachers will participate in professional learning communities for at least 90 minutes each week.
 - Each week, teachers in the District are currently provided with eight 45-minute periods of common planning time. During the three-year grant period, this planning time will be used to support a wide range of professional development activities, including group training and individual coaching in subject-specific pedagogy, differentiated instruction, formative assessments, and RtI/PBIS, and regularly scheduled team/cadre meetings.
- Teachers will participate in at least 10 days of site-based training each school year.
 - Each year, teachers will participate in ongoing, job-embedded professional development in their respective content areas. Scholastic will provide training and ongoing support in four Scholastic instructional programs in ELA and math, and will assign an on-site Project Manager to oversee the training and implementation of the four Scholastic instructional programs.
 - Content area specialists contracted through Southern Westchester BOCES will provide ongoing training and support in math, science, and social studies. In addition, the district is proposing to hire a full-time Literacy Curriculum and Instruction Specialist to work with all of the seventh and eighth grade teachers on incorporating evidence-based literacy practices across the curriculum.
 - Extensive training in RTI and PBIS will be provided by the May Institute to support effective implementation of multi-tiered systems of support for improving student academics and behavior. The training will focus on individual tiers—Tier I (universal), Tier II (secondary), and Tier III (tertiary)—in an iterative fashion to ensure the full development and sustainability of systems. Working with administrators and instructional staff, training and consultation offered by the May Institute will integrate professional development with components of coaching and formative technical assistance. The May Institute will:
 - Help administrative and instructional staff to identify appropriate sources of academic and behavioral data (e.g., curriculum-based measures, disciplinary referrals);
 - Train staff relative to these assessment methodologies and procedures;

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- Facilitate staff use of data to inform decisions regarding differentiated and specialized instruction, as well as school-wide, classroom, and individual behavior support strategies; and
 - Train staff in evidenced-based academic and behavior support interventions to promote students' academic and pro-social skill development.
- New teachers that join the school following the start of the three-year grant period will be provided with immediate intensive training on the model prior to assuming their job assignments, and will continue to receive ongoing training.
- It is expected that this professional development training will, beginning in year 2, be extended to those staff working with students in the sixth and ninth grades to enhance and sustain the progress of those students who will be attending the school in the future and to maintain the gains into high school.
- Certified teaching assistants will be added to the staff, improving the quality of instructional support. They will also allow teachers to leave the classroom for professional development or training as needed without compromising the quality or consistency of instruction. They will be trained in all academic and behavior programs.
- Teachers will be assigned common planning time on a weekly basis. Teachers will have the opportunity to share best practices and participate in professional development in the content areas as well as PBIS and RTI.
- *Staff will receive training/professional development from the internal coach / PBIS team on preventive measures during extreme problematic behavior. This will be based upon specific plans that were developed regarding effective principles of behavior support, and tailored by the team for the specific needs of the population at Greenburgh Eleven. Out of class referrals will be limited. Data will be collected on of regular on these incidences (i.e., SWIS), and reviewed frequently to look for patterns. The team will develop solutions relative to these issues.*
- *We are requesting that all classrooms have Smartboards and the appropriate professional development provided to staff to maximize their use. All Smartboards currently available will be installed in the classrooms. The district has already solicited bids to purchase Smartboards.*

Capacity of District and School Leadership to Implement the Transformation Model

- Based on an extensive needs assessment and planning process that the District and target school have undertaken over the past several months, the leadership of Greenburgh Eleven assures the NYSED that should SIG funding be forthcoming, we are poised to fully implement the Transformation Model as designed. The Principal of RCMS has the full support of the Superintendent, Sandra Mallah, and the Greenburgh Eleven Board of

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Education to carry out the Implementation Plan included in this application. Moreover, as evidenced by the documentation of consultative activities that have been carried out (see Appendix C), the plan has been widely discussed with school staff and parent representatives, who are supportive of our proposed model.

- *Mr. Danquah, our new Superintendent, spent five days in the District the week of June 13th. He had an opportunity to meet with the outgoing Superintendent and the Middle School Principal. He was provided with a copy of the SIG application and was briefed on the proposed school improvement plan. Mr. Danquah read the application along with the unofficial JIT Exit summary and communicated to us that he fully supports the plan. Mr. Danquah will be the Chief Executive Officer in charge of ensuring that implementation of the plan. All Administrators including the SIG Manager will be a part of an Administrative Team that will meet with the Superintendent 21 times between July 2011 and June 2012 (see attached Administrative Meetings schedule). Bi-weekly update of the SIG implementation will be provided. He has also participated in development of the RFI and the Model Implementation Plan. Mr. Danquah read the application along with the unofficial JIT Exit summary and communicated to us that he fully supports the plan. Mr. Danquah will be the Chief Executive Officer in charge of ensuring that implementation of the plan.*
- *The Principal has been involved in the SIG application and played a major role in the development of the school improvement plan. The principal will schedule frequent walkthroughs in the classroom to monitor effective teaching of the curriculum. He will have frequent meetings with teachers to review progress monitoring data and discuss early intervention strategies with the teachers for struggling students. Frequent observations will be done in addition to the required annual evaluations. Administrators will provide follow up feedback to teachers. The Principal will be the instructional leader in this Transformation Model. He will work closely with his administrative team in the evaluation of staff. Steps will be taken to have the principal attend school leadership conferences on instructional effectiveness, the new staff evaluation process, behavior management, general management skills and other topics.*
- *The Principal will participate in all appropriate professional development activities under this grant. Additionally, the principal will attend local and national conferences on the implementation and monitoring of the Transformation Model, staff and teacher evaluations, school leadership, time management, curriculum development and implementation, and other relevant topics. The Principal will provide the leadership and monitoring of the team based on the district goals when a strategic plan is adopted. Support for the Principal will also be provided by the Superintendent and Deputy Superintendent.*

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- *It is proposed that the Assistant Principal meet weekly with cottage staff including Unit Directors and Social Workers to ensure appropriate communication between School and Cottage. The Assistant Principal will meet regularly with teacher and staff of Outer Academies to share Cottage information.*
- *The SIM will report directly to the Middle School Principal, who has responsibility for both the Cordero Elementary Middle School and the Outer Academies. The SIM will oversee all the elements of the SIG including activities in the Outer Academies. There is an Assistant Principal who is also under the supervision of the Principal who will supervise the staff and implement the programs in Outer Academies. The SIM, the Assistant Principal and the Principal will meet at least once a week to ensure coordination between the Cordero program and the Outer Academies.*
- *Advisory Council -- A team of administrators consisting of the principal, assistant principal, and the SIM will lead the Advisory Council. The SIM will chair this group. Teachers, parents, related services providers, CV representatives, teacher associates, and the Home School Liaison will be participants in the Advisory Council. All stakeholders will be represented on the Advisory Council. Evaluation reports will be discussed in the public session of the BOE and will be available to staff.*

Administrative Infrastructure to Support SIG Implementation

- The District plans to create a new full-time SIG Manager position to oversee and guide the implementation of grant activities. The recruitment process has already begun, and at least one viable candidate has been recommended for this position. Upon grant notification, the District intends to complete the application and interview process quickly. The SIG Manager will be hired for the three years of the grant and will oversee implementation in RCMS's main building, while an Assistant Principal will continue to oversee implementation in the Outer Academies. Both of these positions will report to Principal Reginald Warren.
- In response to the JIT review and needs assessment findings, the District is also requesting funding to bolster the LEA's instructional and administrative infrastructure to provide a solid foundation for successful implementation. The District plans to recruit and hire candidates for the following newly created positions: Administrator for K-12 Curriculum and Instruction (1.0 FTE), and Data Analyst (1.0 FTE).

Partnerships in Support of Implementation of Transformation Model

The District has identified several partner organizations that will be instrumental in the success of the Transformation Model, including the following:

Scholastic: Scholastic is an instructional publishing, education, and media company whose mission is to help children around the world to read and learn. The District will partner with Scholastic to provide ongoing training and support in the implementation of evidence-based instructional programs in ELA (READ 180, System 44, and Expert 21)

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and math (FASTT Math) that are aligned with Common Core State Standards. *Scholastic Services will provide services in the area of ELA and AIS-Math. An on-site full time project manager will train and coach teachers in the implementation and monitoring of the ELA and AIS Math program.*

- *AIS will be provided for all students with math and reading skills two or more years below their grade level. AIS is currently offered to each student two times a week. This practice will continue. Please note that most of our students are students with disabilities. SES will be offered and will be provided by NYSED approved vendors. In addition to classroom activities, related services are provided to students as per IEPs.*

May Institute: May Institute is one of the nation's most respected and well-established nonprofit behavioral organizations. With 50 years of experience working with schools, they are a leading expert in providing multi-tiered consultation services, behavioral support, and special education management strategies to public schools. The Institute is a national partner of the National Technical Assistance Center for Positive Behavior Interventions and Supports. They provide technical assistance to over 200 school districts across the country. The District will partner with May Institute to provide multi-tiered systems of support for improving academic and behavior outcomes, including providing ongoing training and support in RtI and PBIS, which are critical to the successful implementation of the Transformation Model in this special education program. *The May Institute will provide support in building and implementing an effective behavioral and instructional services driven by data based decision making in the area of ELA and Math . The May Institute will be involved with the grant for more than 8 days.*

Metis Associates: The District proposes to select Metis Associates as the external evaluator for the grant. Metis Associates is a research and consulting firm headquartered in New York City that has provided a wide range of program development, research and evaluation, and information technology services to human services organizations since the company's inception in 1977. The core of Metis's work experience is in public education. Metis has worked with hundreds of schools and school districts, state education agencies, foundations, colleges, and universities on diverse projects related to systemic reform of K-12 education. Metis will work closely with the Principal, district administration, and SIG Manager to conduct a formative and summative evaluation, with interim findings provided throughout the school year to support efforts for ongoing program improvement.

Ms. Kimberly Breen: Through other funding, the District proposes to continue to contract with Ms. Kimberly Breen, a nation-wide consultant on school-wide positive behavior support to provide additional technical assistance in the implementation of Schoolwide Positive Behavior Interventions and Supports (SW-PBIS). She has provided technical assistance to the District over the past several years in its beginning implementation of SW-PBIS. She will provide District-wide technical assistance

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including 1) leading District monthly leadership team meetings; 2) providing District-wide intensive FBA/BIP training and coaching of all school counselors and related school staff; 3) piloting and implementing progress-monitoring of some secondary interventions across the District; and 4) conducting monthly District-wide principals/leadership team meetings (all grade levels).

- *The level of implementation of PBIS services varies across schools for many reasons. At this point, the current delayed level of implementation at Greenburgh Eleven has been due to several factors including (1) amount of and timing of staff support, (2) changes in administration, and (3) lack of overall buy in amongst staff. Gains have been made under the current PBIS consultant. Psychologists, counselors, and social workers have been trained in the development of FBAs and BIPs as well as Check-in and Check-out. These plans are currently in place for several students. The current PBIS consultant is Kim Breen, and she is considered a nationally recognized PBIS expert with significant experience providing services to schools. The May Institute will support behavioral and academic Response to Intervention Initiatives. They will also support Ms. Breen surrounding data-based decision making related to behavioral challenges. Progress monitoring for success will occur through quarterly checks. These checks on the implementation of the system, called Treatment Integrity, will be measured through the Benchmarks of Quality assessment (BOQ), Benchmarks of Advanced Tiers (BAT) assessment, as well as the Planning and Evaluation Tool (PET). These measures are commonly used for both assessment of implementation (itself a major outcome) as well as planning purposes.*

BOCES Southern Westchester:

In addition, through the District's contract with Southern Westchester BOCES, three content area specialists (science, math and social studies) with significant experience consulting within urban school settings and on the faculty at major universities will provide job-embedded professional development in the implementation of standards-aligned and research-based curricula and instructional strategies within the core content areas. In addition, the grant will provide funding to defray the costs of a Chief Information Officer, who will oversee the data systems component of the project and provide supervision for the Data Analyst.

Children's Village/Day Students Intake Procedures

Currently there are two separate intake procedures for day and residential students:

Day Students: Referrals packages for day students are sent to the PPS office of the home school. A school psychologist reviews the package and determines if the student is appropriate for the school. If the student is deemed appropriate, the parent and the student are invited to visit, the school for a meeting with a CSE staff and a tour of the building. After the school visit, the parent and the sending district's CSE are informed of the student's acceptance to the school, and the stake holders agree on a start date. The intake procedures will remain the same for day students except that when the student and parent are

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invited to the school, a team including a teacher, a counselor and the Home School Liaison will participate in the intake meeting instead of the one CSE staff. Residential students will continue to be accepted by the school. However, a pre-placement assessment will be administered to determine appropriate class placement.

Residential Students: *All residents of Children's Village are accepted to the Greenburgh Eleven Union Free School District. Cottage staff escorts the student to the school for registration and placement.*

- *The Grant will improve coordination of services between CV and the District. The proposed Counselor/Behaviorist will contact the CV social worker to obtain any available appropriate information on the student. Teachers will continue to attend CV initiated meetings and provide reports on a regular basis including a discharge package. The Home School Liaison will also be involved with CV on an on-going basis.*

Teachers' Union

- *The District is actively involved in negotiations with the union. A signed agreement is not yet available, but we expect that a signed agreement will be available by the end of July, 2011.*
- *The District met with the union on July 8, 2011. A request was made by the union for modification of the drafted agreement. The District made the requested modifications. The Union President will be taking the modified document to the union negotiation team for review.*
- *The District will be negotiating with the teachers' union to develop a process to remove teachers based upon the new APPR criteria. Currently, certified staff members are removed for incompetence as per section 3020a guidelines. Progressive discipline procedures are initiated for all staff by supervisory personnel. These procedures include providing staff with ample opportunity for improvement.*
- *Incentive criteria and the process for awarding, incentives will be negotiated with the teachers union. This will ensure that incentives are truly motivating to staff, and that they have bought into the incentive system.*
- *The District will attempt to recruit dually certified teachers at the secondary level. Currently, the district offers incentives in the form of tuition reimbursement to teacher taking graduate courses leading to dual certification through the Teacher Certification Grant. This practice will continue during the grant period. Current teachers will be encouraged to become dually certified at the elementary/middle school level.*

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Section B: Descriptive Information (cont.)

2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.

The JIT review conducted in late March, supplemented with our own extensive needs assessment process, revealed a significant set of challenges that will need to be addressed in order to accomplish the programmatic goals, objectives and outcomes that form the blueprint for the SIG. These challenges, along with the LEA's plans for overcoming them, are summarized below.

- RCMS received its PLA designation because it failed to meet accountability standards for Grade 8 ELA in 2009-2010. The vast majority of students also scored below the Standard Performance Indices in math and science. Severe budget constraints have been an impediment to acquiring the latest, state-of-the-art instructional materials that are standards based and meet the instructional needs of students, along with ongoing, sustained and intensive professional development and support that the teachers need. Following a comprehensive needs assessment supported by the JIT review and content area consultants, the District intends to revamp its instructional program so that it is fully aligned with the Common Core State Standards and instructional best practices. Training will be provided to all instructional staff and administrators to ensure that the curricula are being implemented effectively.
- Although the school has been implementing PBIS for several years, it is far from full implementation of the three-tiered system that is associated with positive student outcomes. Several obstacles will have to be overcome if implementation of the RtI model and attainment of key milestones are to become a reality. These include working through issues around scheduling (e.g., providing an additional tutoring period to accommodate additional instruction), creating the administrative infrastructure to support the sustainability of the model (i.e., hiring and training a full-time Guidance Counselor/Behaviorist), and promoting the buy-in of the staff to this schoolwide reform initiative. The District intends to partner with the May Institute to develop and conduct a rigorous and sustained program of professional development in order to build the school's capacity to implement a multi-tiered approach to academic and behavior support encompassing a RtI model with a high degree of rigor and fidelity. The work of the May Institute will be bolstered and supported by in-house staff at the District and school levels.
- The staff and administration at RCMS are data deficient. The school does not have adequate systems in place to collect and analyze school-wide and grade-level student performance data to assess the effectiveness of current educational programs, identify school-wide priorities for improving student achievement, or

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inform the school's continuous improvement planning process. In partnership with the May Institute, Kimberly Breen and Scholastic, multiple assessment tools and data systems will be put into place to provide the staff with timely and targeted feedback on student performance in the key content areas of ELA and math and with the training they need to engage in data-based instructional decision making. In addition, the District plans to hire a Chief Information Officer to oversee the implementation and use of these assessment and data systems, and will be supported in this role by a full-time Data Analyst.

- The organizational structure of RCMS is designed to address the needs of the students who are able to be served safely in the middle school building. In addition, students with highly specialized needs requiring a more structured setting are educated in cottage-based programs (Outer Academies). More effective communication systems and access to state-of-the-art technology have the potential to enhance communication among the school's faculty. Beginning in year one, grant funds will enable the District to do a much needed upgrade to its information technology infrastructure (e.g., wiring, broadband access, hardware and software purchases).
- The school has significant difficulty engaging the students' parents and caregivers as educational partners. Students attending our day program are bused from several different school districts; the majority are from New York City. Students in our residential programs are often estranged or have been removed from the care of their parents. We recognize that we need to redouble our efforts to foster more active parent participation in our program. To that end, the District intends to use grant funds to hire a Home School Liaison to build these connections and create an ongoing support system.
- The school has disproportionately high rates of student mobility. Specifically, 78% of 7th and 8th grade students were found to be new to the school in the 2010-2011 academic year, with 38% of these individuals not enrolled until after January 1, 2011. Furthermore, 50% of enrolled 7th and 8th grade students have been discharged during the current academic year. Overall, mobility findings suggest that students have not been present in the instructional setting long enough to develop a repertoire of appropriate behaviors, and build the academic skills that are likely to make them successful in the long-term. This is particularly challenging, as research suggests that within urban middle school settings, decreased rates of school attendance are highly correlated with limited student achievement, with missed instruction related to poor test performance, grade retention, school dropout, and difficulty in the social, emotional, and academic domains. Moreover, the transient nature of the student population places additional burdens on staff, who are continually having to assess and place students effectively within the school setting. The robust set of formative assessments will provide critical and timely information that can be used to fast-track students into the appropriate instructional placements.

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- The District believes that the unsettled contract with the union representing teachers and teacher associates may be an obstacle to implementing the Transformation Model. In an effort to resolve this issue, contract negotiations will continue in hopes of reaching a contract settlement. In addition, dialogues will continue with union representatives and all middle school staff about the benefits of our proposed grant and its critical importance in helping middle school students to succeed.

Annual Professional Performance Review

- *While we see contract settlement as a separate issue from the commitment letter related to the APPR (which requires us to comply with Commissioner's Regulations) we will continue to communicate with all stakeholders regarding support for implementation of the grant.*
- *The new Superintendent will meet with union leaders to discuss the formation on district APPR Steering Committee comprising of teachers and the Union with appointed representative administration for the Committee.*
- *The Committee will be approved by the BOE and charged with developing the APPR process for teachers.*
- *The APPR process will be mutually agreed upon by the union and the district.*
- *The Professional Development Plan for APPR will include training all teachers and administrators in the new APPR process.*
- *Teachers will be evaluated in the new process after they have been trained.*
- *The SIM will work under the supervision of the principal. A team of administrators consisting of the principal, assistant principal, and the SIM will lead the Advisory Council. The SIM will chair this group. Teachers, parents, related services providers, teacher associates, and the home school liaison will be participants in the Advisory Council. Students will be included as needed.*

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Section B: Descriptive Information (cont.)

- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

LEA level Activities for Tier I and II Schools

| Type of Activity/Description | Timeline | Persons Responsible | Description of duties |
|---|--------------------|---|--|
| ESTABLISHING OPERATING CONDITIONS FOR GRANT SUCCESS | | | |
| Begin to develop District-wide strategic plan, including uniform grading procedures | July – August 2011 | Board of Education | Communicate and prioritize goals and strategic actions for school district and RCMS |
| Support development of RCMS Comprehensive Education Plan (CEP) | June – August 2011 | Principal, School Leadership Team | Complete development of CEP; re-align school programs and practices with SIG grant |
| Recruit, select and hire candidates for the grant-funded LEA and school level positions, including full-time SIG Manager | June - August 2011 | Principal, SIG Manager, Superintendent, Deputy Superintendent | Establish new organizational structures, create job descriptions, prepare postings, review resumes, conduct interviews, hire new staff |
| Finalize partnership agreements with external vendors to provide curriculum and professional development supports | July – August 2011 | Superintendent, Deputy Superintendent | Refine scope of services to be delivered, solicit program and cost proposals, select vendors |
| Begin to review and revise Annual Professional Performance Reviews (APPR) and collective bargaining agreements as per Education Law 3012-c and Commissioner’s regulations | May – July 2011 | APPR Committee, Negotiating Teams, Board of Education | Review NYSED regulations with APPR Committee and meeting with negotiation teams |

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| Type of Activity/Description | Timeline | Persons Responsible | Description of duties |
|--|--|--|--|
| Purchase research- and standards-based instructional and assessment materials, hardware and software | July - August 2011 | Deputy Superintendent, Principal, SIG Manager | Develop and process purchase orders in consultation with school staff, coaches and vendors |
| Prepare buildings for school opening | August 2011 | Principal, SIG Manager | Post mission statement and Common Core State Standards in classrooms and outer academies |
| Contract with external evaluator to conduct an evaluation of SIG | July 2011 | Superintendent, Deputy Superintendent, Principal | Finalize specifications for implementation and outcome evaluation components of external evaluation; solicit cost proposal; select vendor |
| IMPLEMENTATION PLANNING, MONITORING AND SUPPORT | | | |
| Establish SIG Advisory Council; convene on quarterly basis | September 2011; quarterly in years 1-3 | Superintendent, Principal | Establish broad-based advisory council representing all key stakeholders (parents, staff, community-based organizations, service providers) to guide and monitor implementation of grant activities |
| Establish SIG Project Management Team; convene on a weekly basis in year 1, bi-weekly in year 2, monthly in year 3 | Ongoing | Principal, SIG Manager | Establish project work plan with interim milestones, monitor implementation, address challenges as they arise, assess progress, monitor expenditures |
| Contract independent evaluation of SIG activities | Ongoing (Years 1-3) | External Evaluator | Finalize grant objectives; develop and/or use qualitative and quantitative data collection methods and measures; carry out formative and summative evaluation activities; collect, analyze and report data |
| Monitor effectiveness of PLA school Principal related to improvements | Annually (Years 1-3) | Superintendent | Engage in discussions with principals' union representatives; revise APPR |

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| Type of Activity/Description | Timeline | Persons Responsible | Description of duties |
|--|-----------------|----------------------------|--|
| in student academic achievement and other leading indicators | | | to be aligned with Education Law 3012-c and Commissioner's Regulations; conduct annual evaluations |

Timeline for SIG Implementation

August 2011: Pre-implementation Planning

- *Start Strategic Plan*
- *SIM appointed*
- *Recruiting of staff*
- *Contracting with external partners*
- *Purchase material and equipment*
- *Advisory Council Meeting*

September 2011: Program Implementation

- *Initiate professional development for teachers*
- *SIG Personnel Hired and Trained*
- *BOE Presentation*

October 2011: Instructional Program Implementation

- *ELA and Math Programs Implemented*
- *Content Area Training and Coaching*
- *First Representative Team Meeting to Plan Data Review Process*
- *SIM Lead Administrative Meeting*

November 2011: Progress Monitoring

- *Data Review Meeting with Representative Team*
- *Advisory Counsel Meeting*
- *Report to BOE*
- *Content Area Training and Coaching*

January 2012: Progress Monitoring

- *Data Review Meeting/Representative Team*
- *SIM Lead Administrator's Meeting*

March 2012: Progress Monitoring

- *Advisory Council Meeting*
- *BOE Update*

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- *SIM Lead Administrative Meeting*
- *External Evaluation Interim Report*

June 2012: End of Year Review

- *Data Review Meeting/Representative Team*
- *SIM Report*
- *Advisory Council Meeting*
- *Final External Evaluator's Report*
- *Report to BOE*

The district's strategic plan will be developed, along with any policy changes that might be necessary. The team headed by the Superintendent will evaluate current policies and practices. Start date for the development of the Strategic Plan is August 2011.

Section B: Descriptive Information (cont.)

The focus of the grant is to build effective behavioral and academic supports that will be sustained beyond the years of the grant. For each specific practice that is discussed and implemented, there will need to be a commensurate discussion/plan for what system will need to be in place to ensure sustainability.

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See Appendix A.

- 5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.**

See below.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

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Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA

The focus of the grant is to build effective behavioral and academic supports that will be sustained beyond the years of the grant. As for each specific practice that is discussed and implemented, there will need to be a commensurate discussion/plan for what system will need to be in place to ensure the sustainability.

Annual Goals

Academic Measures

An overview of District performance on 2009-2010 statewide achievement testing found the median percent of students who met the Standard Performance Index criteria for ELA equaled 16% of 7th grade students, and 4.5% of 8th grade students. The median percent of students who met the Standard Performance Index (SPI) criteria for Math equaled 0% of 7th grade students, and 3% of 8th grade students. Minimal accepted progress in this case corresponds to the Safe Harbor Target of a 10% improvement over a school's previous year performance. As such, the goal for annual progress in school academic performance will equal a 10% increase in the proportion of students who meet Student Performance Index Criteria.

In addition to the SPI criteria for assessing ELA and Mathematics performance, the Measures of Academic Progress will be used to measure student performance in ELA, Mathematics, and Science. The MAP assessment is a computerized adaptive academic assessment battery that will provide detailed analysis of student performance relative to state and national standards. The MAP assessments will be used two (2) to three (3) times per year to assist teachers to understand where students are relative to state and national standards, as well as measure students' growth relative to these state expectations. In addition to year-over-year analysis, the MAP assessment will be used to determine what skills particular students are struggling with in order to provide additional support for remedial strategies which will then be progress-monitored for intervention effectiveness (see CBM below).

Student progress toward these goals for ELA and Mathematics will be monitored at least bi-weekly via curriculum-based measurement (CBM). Research has revealed high correlations between CBM tools and statewide criterion-referenced assessments. Additional research has suggested that students who meet CBM grade-level benchmarks are likely to achieve passing scores on these statewide assessments. As such, CBM tools may be used to both (a) compare students to benchmarks in determining whether they are likely to meet goals, and (b) monitor student progress toward later benchmarks found to be indicative of performance on statewide tests, both in the current and future academic years.

Instructional staff will begin to collect CBM benchmark data during the fall of Year 1. Benchmark

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data will continue to be collected three times each year of the funding period (i.e., fall, winter, and spring). RCMS students' progress, measured on at least a biweekly basis, toward annual goals for academic performance will be evidenced by an annual 10% increase in the proportion of students who are at "low risk" for not meeting annual objectives, as indicated by spring CBM benchmark assessment using two measures.

Academic effectiveness will be measured through multiple means. MAPS assessment will be used two times per year to assess student performance in a pre and post test fashion. In addition, for students who need greater support, data will be collected either monthly or weekly. Data will be presented visually and examined in comparison to expected rates of growth of typically developing students. For behavior supports, data will be collected on the frequency of behavioral incidents on a daily basis. This data will be put into the SWIS database used monthly for planning purposes.

Integrity Measures

Administrative and instructional staff will also employ measures of the extent to which the various components of the integrated academic and behavioral response-to-intervention (RtI) model have been implemented with fidelity. Such assessment is considered to be vital to the RtI process, as it is assumed that student progress is likely dependent on the extent to which students receive research-based interventions and supports implemented with integrity.

The **Planning and Evaluation Tool – Revised (PET-R)** (2003) will be used to evaluate the presence of systems and practices across all levels of the multi-tier academic model. Areas assessed include the use of evidence-based curricula and instructional techniques, staff knowledge of intervention and assessment procedures, allocation of sufficient instructional time, and the use of differentiated instruction based upon documented need. Baseline data collected indicated that the school is currently implementing with 12% overall integrity. With supports provided it is anticipated that school-wide implementation will achieve 80%, indicating that the school system has attained appropriate levels of integrity, effectively supporting student outcomes. This goal will be achieved over the next three years. (See table below for summary of yearly goals.)

The **Classroom Instructional and Behavior Support Assessment** (2007) will be used to examine the percent of features of appropriate instructional practices present within the classroom. Classroom instructional procedures such as layout, opportunities to engage students, supervision, acknowledgement systems and consistency of feedback for student behavior are measured in terms of presence/absence within the classroom. Higher percent scores indicate that the teachers are implementing higher levels of appropriate classroom instructional strategies. Baseline data collected across four classrooms indicated that three of four classroom teachers ranked their classroom instructional practices in the lowest criterion: "Improvement Needed." With supports provided it is anticipated that all classrooms will achieve 80% implementation, indicating that their classroom instruction is "Super" over the next three years. (See table below for summary of yearly goals.)

The **Benchmarks of Quality** (2010) will be used to examine implementation of Tier I behavior

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systems and practices, including plans for rewarding expected student behavior, lesson plans for teaching school-wide expectations, plans for data entry and analysis, and effective discipline procedures. Higher level scores indicate higher levels of appropriate implementation which are related to higher rates of student success. Baseline data collected indicated that the school is currently implementing with 57.5% integrity. With supports provided it is anticipated that school-wide implementation will achieve 80%, indicating that the school system has attained appropriate levels of integrity, effectively supporting student outcomes at a Tier I level. At this level it is expected that student behavior across the school would be improved. With Tier I interventions in place the effectiveness and efficiency of Tier II and Tier III would be enhanced. This goal will be achieved over the next three years. (See table below for summary of yearly goals.)

The **Benchmarks of Advanced Tiers** (2010) will assess implementation of Tier II and III structures, including an established team to make decisions regarding the provision of supports, structured analysis of screening and progress monitoring data, and staff training. Higher level scores indicate higher levels of appropriate implementation and support for Tier II and III interventions. Baseline data collected indicated that the school is currently implementing with 42% overall integrity. With supports provided it is anticipated that school-wide implementation will achieve 80%, indicating that the school system has attained appropriate levels of integrity, effectively supporting student outcomes at Tiers II and III. This goal will be achieved over the next three years. (See table below for summary of yearly goals.)

Behavioral Measures

Administrative staff and consultants will also employ measures of classroom behavior exhibited by both teachers and students using direct observation. Direct observations are considered to be vital to the RTI process, as it provides a direct measure of target behaviors displayed in the natural setting.

The Classroom Observation System (2000) will be used to observe teacher and student behavior exhibited in a classroom setting. Teacher behaviors will be coded for instructional activities, monitoring, praising, and behavioral correction (positive and negative). Student behavior will be coded for On-Task Behavior and Off-Task Behavior. Ultimately, the goal is to have high rates of student on-task and classroom instructional activity. With supports provided it is anticipated that all classrooms will achieve the classroom observation goals (see table below), indicating that teachers are spending optimal amounts of time providing instruction, and students are engaged in high rates on-task behavior and receiving praise following appropriate behavior.

Data will be collected on a regular basis either by teachers or the internal coaches. Data that is collected by teachers will be incorporated into PD that will assist teachers in understanding how to review that data and use that data to make instructional decisions. In addition, data that is collected by the coach, will either be reviewed by the behavioral team and /or instructional/grade level teams. These teams will meet monthly or quarterly to review data and make plans to modify instructional / behavioral supports to address deficits identified in the various data sources. See attached schedule for instructional hours.

Effectiveness will be measured academically through multiple means. MAPS assessment will be

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used two times per year to assess student performance in a pre and post test fashion. In addition, for students who need greater support, data will be collected either monthly or weekly. Data will be presented visually and examined in comparison to expected rates of growth of typically developing students. Relative to behavior supports, data will be collected on the frequency of behavioral incidents on a daily basis. This data will be put into the SWIS database used monthly for planning purposes.

Use of Data for Instructional Decision Making

Data will drive instruction under this grant proposal. The May Institute and Scholastic will rely on data to direct their activities with the district. Teachers will participate in professional development in the use of data to direct instruction. As part of the coaching role, regular checks will be made to ensure that data is being used to inform instruction

Data will be collected on a regular basis either by teachers or the internal coaches. Data that is collected by teachers will be incorporated into professional development that will assist teachers in understanding how to review that data and use it to make instructional decisions. In addition, data that is collected by the coach will either be reviewed by the behavioral team and /or instructional/grade level teams. These teams will meet monthly or quarterly to review data and make plans to modify instructional / behavioral supports to address deficits identified in the various data sources. See attached schedule for instructional hours.

Summary Tables

The following outlines the goals, objectives, and projected timeline:

Academic Goals:

| <i>Measure</i> | <i>Goal</i> | <i>Timeline</i> |
|--|----------------------------------|------------------------|
| <i>New York State Testing Program (NYSTP) Assessment</i> | | |
| <i> ELA – 7th grade</i> | <i>26% at or above SPI</i> | <i>Year 2</i> |
| | <i>36% at or above SPI</i> | <i>Year 3</i> |
| <i> ELA – 8th grade</i> | <i>15% at or above SPI</i> | <i>Year 2</i> |
| | <i>25% at or above SPI</i> | <i>Year 3</i> |
| <i> Math – 7th grade</i> | <i>10% at or above SPI</i> | <i>Year 2</i> |
| | <i>20% at or above SPI</i> | <i>Year 3</i> |
| <i> Math – 8th grade</i> | <i>13% at or above SPI</i> | <i>Year 2</i> |
| | <i>23% at or above SPI</i> | <i>Year 3</i> |
| <i>Measures of Academic Progress</i> | <i>Goals will be established</i> | |

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| | | |
|---|---|---|
| <p><i>(MAP) Assessments</i></p> <p><i>MAP Reading – 7th Grade</i></p> <p><i>MAP Reading – 8th Grade</i></p> <p><i>MAP Mathematics – 7th Grade</i></p> <p><i>MAP Mathematics – 8th Grade</i></p> <p><i>MAP Science – 7th and 8th Grade</i></p> | <p><i>upon completion of baseline assessments across both the 7th and 8th grades in the subject areas of reading, mathematics and science for Year 2 and 3.</i></p> | |
| <p><i>Curriculum-Based Measurement</i></p> <p><i>Oral Reading Fluency (R-CBM)</i></p> <p><i>Comprehension(Maze-CBM)</i></p> | <p><i>30% low risk</i> <i>40% low risk</i></p> <p><i>30% low risk</i> <i>40% low risk</i></p> | <p><i>Spring Year 2</i> <i>Spring Year 3</i></p> <p><i>Spring Year 2</i> <i>Spring Year 3</i></p> |

Integrity Goals:

| <i>Measure</i> | <i>Goal</i> | <i>Timeline</i> |
|---|---|---|
| <p><i>Classroom Instructional and Behavior Support Assessment (Percent of evidenced based classroom practices found to present)</i></p> | <p><i>25% implemented</i> <i>50% implemented by ≥75% of classrooms</i> <i>≥ 80% implemented by all classrooms</i></p> | <p><i>Spring Year 1</i> <i>Spring Year 2</i> <i>Spring Year 3</i></p> |
| <p><i>Benchmarks of Quality (research-based measure of fidelity for tier I positive behavior support practices)</i></p> | <p><i>70% implemented</i> <i>80% implemented</i> <i>≥80% implemented</i></p> | <p><i>Spring Year 1</i> <i>Spring Year 2</i> <i>Spring Year 3</i></p> |
| <p><i>Benchmark for Advanced Tiers</i></p> | <p><i>50% implemented</i></p> | <p><i>Spring Year 1</i></p> |

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| <i>(research based measure of fidelity for tier II and III positive behavior support practices)</i> | <i>60% implemented ≥ 80% implemented</i> | <i>Spring Year 2 Spring Year 3</i> |
| <i>Planning and Evaluation Tool – Revised (research based measure of fidelity for tier I, II and III reading practices)</i> | <i>30% implemented 50% implemented ≥ 80% implemented</i> | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> |

Behavioral Goals:

| <i>Measure</i> | <i>Goal</i> | <i>Timeline</i> | <i>Response</i> |
|--|---|--|--|
| <i>Classroom Observation Tool (These measures below have been found to correlate with higher rates of on task behavior and improved instruction)</i> | | | <i>Assessments will be completed by the coach at all times. During years 1 and years 2 of the grant. There will be additional support in not only training, but also administration of the measures, as well as summary and review. In addition, the external support will be provided to providing feedback to staff and administration more in years 1 and years 2, but fade to the Coach who should be independent in providing feedback based on these assessments in year 3. Each activity will be measured based on the frequency of data based decisions that will occur based on that measure. For instance, school-wide</i> |
| <i>Student On-Task</i> | <i>Maintain an average of ≥80% on-task behavior during instruction/independent academic activity across 25% of classrooms across 50% of classrooms across 80% of classrooms</i> | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> | |
| <i>Praise : Behavior Correction (rate of praise to behavior correction intervals)</i> | <i>1:1 2:1 4:1 for ≥50% of classrooms</i> | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> | |
| <i>Instruction: Behavior Correction (rate of instruction to behavior correction intervals)</i> | <i>1:1 2:1 4:1 for ≥50% of classrooms</i> | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> | |
| <i>Monitoring – (rate of teacher proactive monitoring to instruction intervals/independent</i> | | | |

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| | | | |
|----------------------------|-------------------|--|---|
| <i>work intervals)</i> | | | |
| <i>Teacher Instruction</i> | 15% 20% 25% | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> | <i>programming will be measured two times per each year of the grant. Classroom supports will be measured monthly when support is being provided. Student support for specific students who are receiving individualized interventions will be measured weekly. For students who are receiving more group based interventions, their progress will be measured monthly.</i> |
| <i>Independent Work</i> | 20% 25% 35% | <i>Spring Year 1 Spring Year 2 Spring Year 3</i> | |

Greenburgh Eleven will contract with Metis Associates, a consulting agency that specialized in public education, to conduct a comprehensive evaluation of the SIG initiative to assess school progress in meeting the project goals, and monitor the implementation of the Transformation Model. Greenburgh Eleven understands that evaluation is crucial to ensuring dramatic improvements in chronically low-performing schools, and has worked closely with Metis and May Institute to establish the overall goals for the SIG evaluation:

- To ensure that the Transformation Model is improving school conditions and positively impacting student achievement (annual outcome evaluation)
- To create an ongoing feedback cycle where measures of change inform and modify interventions (ongoing classroom/school formative evaluation)
- To document successful central components and intervention strategies, as supported by concrete data (annual implementation evaluation)
- To identify successes and challenges (ongoing implementation evaluation)
- To create mutual accountability among all stakeholders -- Greenburgh Eleven, RCMS, parents, students, and partners (Scholastic, May Institute, and Metis) (ongoing implementation evaluation).

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- Scheduled monthly grade level meetings to review data and monitor progress. Discuss strategies for improvement and evaluate successes.

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- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy.**

Greenburgh Eleven has continuously consulted with relevant stakeholders throughout the development of this application. A summary of these various consultative activities is provided below. Appendix C: Collaboration and Consultation Form is included with this application.

- The Superintendent, Deputy Superintendent, and Principal consulted with teachers at the school. School and District leaders held several meetings with groups of teachers from RCMS as well as from the Outer Academies. Teachers were asked to review the JIT recommendations and provide input regarding strategies to improve student achievement. Teacher recommendations were also compiled by content specialists and consultants and submitted to the Principal.
- Several parent consultation meetings were held. Per Greenburgh Eleven UFSD, Policy #6231, Title I Programs, the Board of Education believes that positive parental and community involvement is important to student achievement. Therefore, it is the policy of the Board of Education that appropriate school/community relations be established and maintained among school District staff, the staff of The Children's Village, staff of other school districts, parents/guardians, volunteers and other individuals and agencies involved with the programs at Greenburgh Eleven, including Title I program activities. To assure compliance with Title I guidelines, the Board supports parental involvement in Title I program activities, as appropriate, within the therapeutic environment servicing students. A group of Parent Council members was asked to review the JIT recommendations and provide input around strategies to improve student achievement.

Children's Village staff, who serve as the local parents, including clinical staff, direct service workers, the Administrative Team and the Executive Team, were asked to review the JIT recommendations and provide input regarding strategies to improve student achievement.

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- Other stakeholders consulted include the following:
 - The Greenburgh #11 Federation of Teachers President and members of the Executive Committee were included in the teacher meetings about the grant. In addition, a separate meeting was held with the union leadership to review the JIT recommendations and provide input regarding strategies to improve student achievement. The union president spoke at length and on multiple occasions with the RCMS Principal about the grant.

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APPENDIX A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA.

To inform and evaluate the effectiveness of the interventions described in this grant application, NYSED will monitor a school’s progress on achievement and leading indicators listed in the charts on these pages. NYSED will pre-populate most of the information, and require LEAs to provide school data on the indicators followed by an asterisk (*).

| School: <u>Rafael Cordero Middle School</u> NCES#: <u>361014000454</u> Grades Served: <u>7-8</u> Number of students: <u>125 served; 156 projected based upon mobility</u> Model to be implemented: <u>Transformation</u> | |
|---|--------------|
| Achievement Indicators | 2009-2010 |
| AYP status | |
| Which AYP targets the school met and missed | |
| School improvement status | |
| Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup | |
| Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup* | See Attached |
| Percentage of limited English proficient students who attain English language proficiency | |
| Graduation rate | |

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| | |
|---|------------------|
| School: <u>Rafael Cordero Middle School</u> NCES#: <u>361014000454</u> Grades Served: <u>7-8</u> Number of students: <u>125 served; 156 projected based upon mobility</u> Model to be implemented: <u>Transformation</u> | |
| Achievement Indicators | 2009-2010 |
| College enrollment rates / Achievement | |

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APPENDIX A: BASELINE DATA (cont.)

| School: <u>Rafael Cordero Middle School</u> NCES#: <u>361014000454</u> Grades Served: <u>7-8</u> Number of students: <u>125 served; 156 projected based upon mobility</u> Model to be implemented: <u>Transformation</u> | |
|---|---|
| Leading Indicators | 2009-2010 |
| Number of minutes within the school year* | 63,936 (355.2 minutes per day x 180 school days) |
| Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup | |
| Dropout rate | |
| Student attendance rate | |
| Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes* | Not Applicable |
| Discipline incidents | |
| Truants | |
| Distribution of teachers by performance level on LEA's teacher evaluation system | |
| Teacher attendance rate* | 93.77% |

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APPENDIX B: TRANSFORMATION MODEL

LEA Implementation Plan for the Transformation Model

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA: Greenburgh Eleven UFSD

NCES#: 3627980

School: Rafael Cordero Middle School

NCES#: 361014000454

Grades Served: 7-8

Number of students: 125 served; 156 projected based upon mobility

In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

| Needs Assessment Process | List Data Analyzed | Major Findings |
|--|---|---|
| Joint Intervention Team On-Site Diagnostic Review (March 2011) | During the two-day JIT review, the following activities were carried out: classroom observations; interviews with District staff (Superintendent, Deputy Superintendent); interviews with school staff (teachers, administrators, support staff) and a parent; walkthroughs of the school facilities; review of District and school documentation (e.g., textbooks, units of study, lesson plans, school schedule, grading and homework policies, etc.); and review of data and | Under the area of Curriculum, the major findings included a lack of a standards-based, sequenced instructional program in the core content areas. Under the area of Teaching and Learning, the major findings of the reviewers were in the areas of teacher practice, instructional resources, and student engagement. Instructional strategies being used by the subject area teachers to differentiate for the range of student needs in evidence in the middle school population were lacking. Instructional time was being lost because of the large number of transitions during the course of the day and the fact that effective classroom routines and |

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| Needs Assessment Process | List Data Analyzed | Major Findings |
|---------------------------------|---------------------------|---|
| | <p>student work.</p> | <p>systems of behavioral supports under the PBIS model are not being fully implemented. Instances of limited engagement of students, and in some cases of teachers and teacher associates, were observed during the visit. The reviewers also noted a paucity of instructional materials and resources available to students and teachers – including instructional hardware and software, reading materials, manipulatives – as well as appropriate instructional facilities (e.g., library media center, science labs).</p> <p>Under the area of School Leadership, while the JIT review found that the PLA Principal set high expectations, these were not monitored nor realized by the program staff. In particular, the review found that mechanisms for observing teacher practice and providing effective formal and informal feedback were lacking. The reviewers also cited very limited parent engagement, and a recommendation was made to establish a Home School Liaison position to facilitate communication and collaboration with students’ parents or caregivers.</p> <p>In terms of Infrastructure of Student Success, reviewers indicated deficits in the area of the AIS and guidance services.</p> <p>In the area of Collection, Analysis and Utilization of Data, some of the most significant shortcomings were found by the review team. Recommendations included the purchase and implementation of data systems, administrative support for the use of these data systems, and training for teachers and</p> |

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| | | <p>administrators in how to collect, analyze and use data for instructional planning purposes.</p> <p>In the area of Professional Development, the reviewers noted the lack of an infrastructure for professional development and in-house coaching and mentoring, both for the school administrators as well as for instructional staff. Recommendations included identifying and supporting content area specialists to work with the classroom teachers, as well as training them in the area of data-driven instructional practices.</p> <p>In the area of District Support, the reviewers made recommendations regarding enhancements to the District infrastructure that could support the effective implementation of the Transformation Model. Highlighted were needed improvements in the technological infrastructure of the school (including the school building and the Outer Academies) and District. The reviewers also indicated that a clearer articulation of the District’s overall mission and vision, developed through a strategic planning process, would provide a more solid foundation upon which to build the Transformation Model within RCMS.</p> |
| Review of Archived Records | <p>New York State’s 2009-2010 Overview of District Performance:</p> <p>-Grade 7 English Language Arts</p> | <p>80% of seventh graders scored at level 1; 20% scored at level 2; the average score was 630</p> |

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|---------------------------------|---|---|
| | <p style="text-align: center;">-Grade 8 Mathematics</p> | <p>Performance Index on the following strands: -Language for Information and Understanding (mean score = 51.3, target range 73-86) - Language for Literary Response and Expression (mean score = 61.9, target range 84-92)</p> <p>92% of the eighth graders scored below the Standard Performance Index on the following strand: - Language for Critical Analysis (mean score = 46.9, target range 72-84)</p> <p>40% of eight graders scored at level 1; 60% of eight graders scored at level 2; the average score was 626</p> <p>100% of the eighth graders scored below the Standard Performance Index on the following strands: -Geometry Strand (mean score = 27.0, target range 39-49)</p> <p>97% of the eighth graders scored below the Standard Performance Index on the following strands: -Algebra (mean score = 35, target range 61-69) -Measurement (mean score = 30.6, target range 66-79)</p> <p>94% of the seventh graders scored below the Standard Performance Index on the following strands: -Statistics (mean score = 48.4, target range 71-81)</p> |

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|---------------------------------|---|--|
| | - Grade 8 Science | 56% of eight graders scored at level 1; 38% of eight graders scored at level 2; 6% of eight graders scored at level 3 |
| | Woodcock Johnson III Subtests - Word Attack - - Passage Comprehension - - Key Math computation | The average grade equivalent of current 7 th graders on the Word Attack subtest is 4.4 The average grade equivalent of current 8 th graders on the Word Attack subtest is 5.0 The average grade equivalent of current 7 th graders on the Passage Comprehension subtest is 4.0 The average grade equivalent of current 8 th graders on the Passage Comprehension subtest is 4.4 The average grade equivalent of current 7 th graders on the Key Math computation subtest is 4.4 The average grade equivalent of current 8 th graders on the Key Math computation subtest is 5.1 |
| | Student mobility (2010-2011) through 5/15/2011 | 78% of the 7 th and 8 th graders were newly enrolled during the school year of 2010-2011 Only 15% of these newly enrolled students began the school year on the first day |

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|--|---|--|
| | | <p>38% of the new enrolled students were enrolled after January 1, 2011</p> <p>50% of the 7th and 8th graders enrolled during the school year of 2010-2011 were discharged</p> |
| | Discipline Challenges | <p>346 out-of-classroom referrals have occurred through 2/15/2011 for behavioral incidents</p> <p>84% have occurred in the classroom or subject areas</p> <p>A large majority of these were for disruption, not being in the program, insubordination, fighting and physical aggression</p> |
| | Student Disabilities | <p>67% of the students are classified with emotional impairment</p> <p>84% of the students are classified as multiply disabled</p> |
| Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised (PET-R, 2003) | <p>Evaluates the implementation of the components of an effective research-based school-wide reading program including:</p> <ul style="list-style-type: none"> I. Goals and Objectives II. Assessment III. Instructional Programs and Materials IV. Instructional Time V. Differentiated Instruction/Grouping/Scheduling VI. Administration/Organization/ | <p>The PET-R is used to assess strengths and weaknesses of the various components identified as important for program-level planning and promoting sustainability of student gains. Without full implementation of these components, reading services will not be effective. The goal of implementation is set at 80% or higher.</p> <p>Data garnered from the assessment indicate that the school scores at a very low level (12%) on the implementation of effective reading services.</p> <p>Results from the assessment indicate the relative strengths and weaknesses are as follows:</p> |

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| | <p style="text-align: center;">Communication VII. Professional Development</p> | <p><i>Relative Strengths:</i></p> <ul style="list-style-type: none"> • <u>Instructional Time</u> – assesses whether there is sufficient amount of time allocated for instruction and the time allocated is used effectively. (Implementation: 43%) <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> • <u>Goals/Objectives/Priorities</u> – assesses whether goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading. (Implementation: 0%) • <u>Assessment</u> – whether instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways. (Implementation: 0%) • <u>Differentiated Instruction Grouping</u> - assesses whether instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning. (Implementation: 0%) <p>Total Percent Implementation: 12%</p> |

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| | | <p>The results indicate that the school is in need of significant supports to help effectively implement the above mentioned components which are identified as important for research-based program-level planning and promoting sustainability of student gains in reading.</p> |
| <p>Benchmarks of Quality (BOQ)</p> | <p>A measure of implementation of School-Wide Positive Behavior Support. Analysis of the extent to which the following benchmarks exist:</p> <ol style="list-style-type: none"> I. PBIS Team II. Faculty Commitment III. Effective Procedures for Dealing with Discipline IV. Data Entry & Analysis Plan Established V. Expectations and Rules Developed VI. Reward/Recognition Program Established VII. Lesson Plans for Teaching Expectations and Rules VIII. Implementation Plan IX. Crisis Plan X. Evaluation | <p>The BOQ is used to assess research based SW-PBIS implementation. The goal of implementation is to be at 80% or higher. Attainment of this goal would indicate that the school system is implementing SW-PBIS system with treatment integrity and thus would expect improved school-wide behavior outcomes.</p> <p>Data garnered from the assessment indicate that the school has currently met the 80% criteria for the following benchmarks: existence of a PBIS team (83.3%) and the development of rules and expectations (80%). At this time, the school does not meet criterion for implementation for the following benchmarks:</p> <ul style="list-style-type: none"> • Faculty Commitment – 50% • Effective Procedures for Dealing with Discipline – 33.3% • Data Entry & Analysis Plan Established – 50% • Reward/Recognition Program Established – 71.4% • Lesson Plans for Teaching Expectations/Rules – 58.3% • Implementation of Plan – 50% • Classroom Systems – 42.9% |

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| | | <ul style="list-style-type: none"> • Evaluation – 70% <p>Total Percent Implementation: 57.5%</p> <p>The data indicate that the school has not met criteria on the research based Benchmarks of Quality tool. This indicates limited implementation of a SW-PBIS system. The school is in need of additional professional development/technical assistance to help meet the above mentioned benchmarks.</p> |
| Classroom Management: Assessment - Revised | <p>Evaluation of the implementation of evidenced-based class-wide behavior support and instruction practices to promote classroom management. “Yes” or “No” answers are asked of the following areas:</p> <ol style="list-style-type: none"> I. Classroom Arrangement II. Structure and Predictability III. 3-5 Positively Stated Rules/Expectations IV. Frequent Acknowledgement V. Multiple Opportunities to Respond VI. Active Engagement VII. Active Supervision VIII. Effective Ignoring/Redirection Procedures Following Inappropriate Behavior IX. Multiple Strategies for | <p>Of the four classrooms sampled during baseline (April 2011), only one teacher’s answers indicated that their classroom management was “so-so”. All other teacher’s answers indicated that their classroom management was in need of improvement.</p> |

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| | <p style="text-align: center;">Acknowledgement X. Specific Feedback</p> <p>Overall Classroom Management Scores are totaled based on the number of “Yes” responses and rated according to the following criterion:</p> <p>10-8 “yes” = “SUPER” 7-5 “yes” = “SO-SO” <5 “yes” = “IMPROVEMENT NEEDED”</p> | |
| <p>Direct Classroom Observation</p> | <p>The Classroom Observation System is used to observe teacher and student behavior in a classroom setting.</p> <p>Direct measures of teacher and student behavior are taken during a 20-minute observation period.</p> <p>Teacher behaviors are coded for: Instructional Activities, Monitoring, Praising, and Behavioral Correction (positive and negative).</p> <p>Student behavior will be coded for: on-task behavior and off-task behavior.</p> | <p>The Classroom Observation System is a direct observation system that codes teacher and student behavior related to instruction delivery, monitoring, on-task behavior, and feedback following behavior.</p> <p>A review of teacher behavior indicates that they are engaging in instruction delivery 53% of the time but only delivering praise 4% of the time. Additionally, teachers are praising, on average, .71 times for every 1 behavioral correction (target is 4:1). Further, teacher data indicate that they are delivering an average of 1.3 positively stated behavioral corrections for every 1 negatively stated behavioral correction (target is 4:1).</p> <p>The goal is to have high rates of student on-task behavior and high rates of classroom instruction occurring. With supports provided it is anticipated that all classrooms will achieve the</p> |

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| | | classroom observation goals, indicating that teachers are spending optimal amounts of time providing instruction, and students are engaged in high rates of on-task behavior and receiving praise following appropriate behavior. |
| Benchmarks for Advanced Tiers (BAT) | <p>A tool that allows the team to assess the implementation status of Tiers II and III within the behavior support systems at the school. Assesses the following:</p> <ul style="list-style-type: none"> I. Implementation of school-wide PBIS II. Commitment III. Student Identification IV. Monitoring and Evaluation V. Tier II Support Systems VI. Main Tier II Strategy Implementation VII. Main Tier II Strategy for Monitoring and Evaluation VIII. Tier III Intensive Support Systems IX. Tier III Assessment and Plan Development X. Tier III Monitoring and Evaluation <p>Additional Tier II Strategy Implementation</p> | <p>The BAT allows school teams to self-assess the implementation status of Tier II and III behavior support systems. The BAT is designed to answer three questions:</p> <ul style="list-style-type: none"> 1. Are the organizational elements in place for implementing secondary and tertiary behavior support practices? 2. Is a Tier II support system in place? 3. Is a Tier III system in place? <p>The goal of implementation is set at 80% or higher. Attainment of this goal would indicate that the school is effectively implementing Tier II and Tier III behavior support interventions.</p> <p>At this time, the data indicate that the school does not have the organizational supports in place to effectively support Tier II and III behavioral supports interventions. Additionally, the data suggest that there are limited Tier II support systems in place and very limited components of Tier III are in place.</p> |
| Curriculum and Instructional Audit – | Jennifer Kohn and Dr. Carol Chanter represented the roles of outside experts | Students lack consistent opportunities for academic intervention, such as reading intervention through adaptive |

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|---------------------------------|--|--|
| English Language Arts | for English Language Arts on the JIT review team. Two days were spent conducting classroom observations and teacher interviews focused on the indicators listed in the Diagnostic Review document. | <p>technology programs targeting student deficit areas.</p> <p>There is little evidence of differentiation based on student need. All lessons observed were whole group with round robin reading and worksheet follow up.</p> <p>There is little or no effective instruction taking place:</p> <ul style="list-style-type: none"> • Lessons do not include dialogue and writing. • Students are not engaged in lessons. <p>Students range in all classes from non-readers to highly gifted and most classes are comprised of multiple grade levels. As a result, teachers face challenges in planning and instruction.</p> <p>Teachers lack access to student performance data.</p> <p>Teachers lack coaching, ongoing support, and professional development around:</p> <ul style="list-style-type: none"> • Planning for effective instruction. • Embedding literacy across the content areas to ensure that students are reading, writing, speaking, listening and thinking across the curriculum. • Differentiation, including formative assessment and checking for understanding. <p>Teachers lack informal and formal observations and evaluations to improve instructional practices.</p> |
| Curriculum and | The content area expert met with 10 | Math curriculum has not been outlined and sequenced. |

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|--|--|--|
| Instructional Audit – Mathematics | <p>teachers representing the RCMS and the Outer Academies on April 12 to determine needs.</p> <p>Observations were made of the facilities, instructional techniques, technology, resources and manipulatives as well as the personnel (teachers, aides and monitors) and the students.</p> | <p>Common assessments are not written and administered quarterly across the Outer Academies and RCMS.</p> <p>Math teachers lack opportunities to meet to discuss units, strategies, resources and compare student assessment results.</p> <p>Both the Outer Academies and at RCMS computers and printers for some teachers are lacking.</p> <p>Students in grades 7 and 8 students lack scientific calculators.</p> <p>Students do not have access to computers in all classes with access to the internet and math instructional software.</p> <p>Teachers lack the instructional techniques for teaching mathematics and need improvement in their content knowledge of mathematics.</p> |
| Curriculum and Instructional Audit – Science | <p>The content area expert conducted interviews with each science teacher regarding background and training in science, perceived challenges, and perceived needs in order to become a more effective teacher.</p> <p>Observations were made in RCMS and the Outer Academies of facilities, instructional techniques, materials,</p> | <p>Science teachers lack curriculum materials that are research-based and standards driven; that are designed to support differentiation of instruction; and that enable students to be fully engaged in learning the important concepts in science as they experience the process of scientific inquiry. Moreover, curriculum materials are inadequate for a full year of inquiry-based science.</p> <p>Teachers lack pedagogy that promotes a focus on inquiry as an essential, critical strategy for teaching science, do not consistently teach science for understanding, and do not</p> |

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| | equipment, technology, and scope and sequence of lessons. | <p>consistently help students construct meaning in science.</p> <p>Some classrooms lack tables for group work during the science activities.</p> <p>Some teachers lack classroom access to the internet to provide students with technology-enhanced inquiry instruction.</p> |
| Curriculum and Instructional Audit – Social Studies | <p>The content area expert conducted interviews with each social studies teacher regarding their background and training in social studies, perceived challenges, and perceived needs in order to become a more effective teacher.</p> <p>Observations were made of social studies classrooms in RCMS and the Outer Academy Cottages, including:</p> <ul style="list-style-type: none"> • Inventory of textbooks, social studies materials, maps, and technology. • Analysis of lessons for content and fidelity to the NYS Social Studies Standards, Scope and Sequence, evidence of Essential Questions, direct instruction, application, and formative assessment. | <p>Teachers lack adequate content knowledge and pedagogy.</p> <p>Teachers lack knowledge of application of the ELA Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects.</p> <p>In approximately half of the classrooms, there was no evidence of a lesson plan.</p> <p>Classrooms lacked evidence of student writing in current class or in prior classes.</p> <p>Classrooms lack upgraded technology (e.g., SMARTBoards, iPads) and/or knowledge of how to use technology. For example, only one classroom had a SMARTBoard, and the teacher did not know how to use it.</p> <p>The issue of having multiple grade levels in the same classroom at the same time introduces challenges to teachers.</p> <p>There is a lack of appropriate social studies materials. No social</p> |

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| | | studies materials were in evidence in most rooms. Where textbooks were available, they were at a higher reading level than the students' ability. |

Describe how the Transformation Model addresses the major findings of the needs assessment.

The Transformation Model being proposed by Greenburgh Eleven for Rafael Cordero Middle School (RCMS) will bring the curriculum, instructional practices and assessment strategies in line with evidence-based practices and with the Common Core State Standards. The JIT review findings, which were echoed by content area specialists' needs assessment activities and the May Institute's technical assistance team's analysis, all point to a need to improve the rigor and quality of the curriculum, and ensure fidelity of implementation across grades and subject areas. Moreover, the formative and summative assessment systems that will be put into place to provide real-time, targeted and individualized data on each student's performance and achievement will support the effective implementation of the new curricular and instructional approaches. With support from Scholastic, Inc. and curriculum content experts to be hired through BOCES, RCMS will revamp the ELA, math, science and social studies curricula over the three-year project period and provide sustained and intensive professional development in their use. The standards-based curricula will be supplemented by access to state-of-the-art technology and instructional resources to bring the world into the classrooms of RCMS.

Although RCMS has been implementing Response to Intervention/PBIS for the past four years, insufficient funding for professional development has prevented the staff from progressing beyond the most basic level of implementation of this evidence-based model. The District and school administration believe that RtI/PBIS, if fully implemented with rigor and fidelity, holds great promise for addressing the special challenges presented by the RCMS student population from both an academic and behavioral perspective. Greenburgh Eleven is fortunate to have established a partnership with the May Institute, which has been highly instrumental in the development of this redesign plan, and which is slated to play a key role, along with the current PBIS consultant, in supporting the effective implementation of this intervention model.

In addition to our own recommendations, the JIT recommended a Media Specialist. Part 100 regulations require that Library services be provided to Middle School students. To date the District has been unable to recruit a staff member to provide this service.

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Initiatives will be sustained beyond the three year grant period based on our ability to improve enrollment and obtaining a rate change from the SED. The Counselor/Behaviorist and the Literacy Curriculum Specialists will be trained as coaches. These positions will continue after year three of the grant to coach existing and future staff. The entire initiative is designed to build capacity within the district for self sufficiency after the grant period.

Other key initiatives that directly respond to the findings of the comprehensive needs assessment include expanded learning time for students, which is addressed in a current contract clause. Enhanced guidance services will also be provided.

With the goal of increasing parent involvement, we propose to create a new position of Home School Liaison, who will work with school staff and with our community-based organization, Children's Village, to design parent involvement and communications activities that keep parents informed of the work we are doing with their children and engage them as partners in the educational process.

The SIG includes a comprehensive formative and summative evaluation component, to be carried out by Metis Associates, a national research and evaluation firm based in New York City. Leveraging the data to be collected and analyzed by the May Institute, Metis will address a series of implementation and outcome research questions that will be designed to collect quantitative and qualitative data on the processes the District and school have implemented to accomplish the goals and objectives of the SIG, identify the challenges and proposed solutions that have arisen as the plans are implemented, and provide timely and comprehensive feedback about the impact that the SIG initiative is having on participating students, teachers, and other key stakeholders. Metis will work with the SIG Manager to prepare annual performance and evaluation reports, as required by the NYSED.

Content Area Specialist Consultants have been written into the grant to work with teachers to improve literacy. It is our expectation that teachers will be provided with the support necessary to implement the Common Core Standards as it pertains to literacy in the particular content area. Full implementation of the State Curriculum is anticipated.

Curriculum Mapping is already a focus of the District. Staff have already been assigned to develop curriculum maps including scope and sequence in ELA.

Staff will receive training specific in developing instructional lessons that address student-specific skills in the targeted areas of reading, math, and writing. Using the data collected in the MAPS, CBM, as well as other computer-based assessments, teachers will have data on specific

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instructional targets relative to these larger academic domains. Teachers will receive support by both external coaches, as well as internal coaches, on how to effectively instruct these domains.

Walkthroughs will be expanded to include the academic areas. With a fully functional administrative team, the district is in a good position to apply effective strategies to improve instruction. Teachers will develop professional goals that focus on student performance. Principals will have follow up dialogues with teachers to monitor progress towards achieving their goals.

All efforts will be made to have each class limited to two grades. From time to time it might be necessary to place three grade levels in one class. Multiple grades in one classroom, poses a challenge to all teachers. While we do not have a solution to this issue at this time, our BOE will be submitting a policy statement on the Outer Academies that will direct how we change current practices.

Teachers will be informed regarding school improvement activities at ongoing faculty meetings, at advisory council meetings and at representative team meetings. Over the course of year 1, teachers will be experiencing the new measures, and using them in their decision making throughout the school year with greater amounts of support. New measures will be reviewed with the internal coach during specific coaches training provided by the external coaches. Then, both the internal and external coaches will provide training and ongoing support to the staff throughout the year. This will continue as fluency develops on the part of the coach and staff in Year 2. Much of the support by external coaches in Year 3 will focus on how to best sustain these supports and more significant problem solving approaches beyond the years of the grant. However, in year 1, the measures will be rolled out throughout the year so as to not overwhelm all staff.

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APPENDIX B: TRANSFORMATION MODEL

In the chart below, provide a description of the LEA plan for implementation of the model at the school.

| Action Required By Transformation Model | Description of how the action will be accomplished by LEA | Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time | Description of costs associated with the action (description should align with budget narrative and budget provided for grant) |
|--|---|---|---|
| Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u> | | | |
| Replace the principal who led the school prior to commencement of the transformation model | <i>Not Applicable – Principal has been in position since September 2010</i> | | |
| Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based | A rigorous, equitable, and transparent teacher and principal evaluation system will be designed based on the regulations adopted in May by the New York State Board of Regents and with the input of the APPR committee (comprised of teachers, the principal, and other stakeholders) and the negotiating teams. In keeping with the regulations, criteria will place strong emphasis on measuring student growth on state assessments or a comparable measure of student achievement growth | Year 1: As per the implementation timeline established by the Regents, in Greenburgh Eleven, the new performance system will impact ELA and math teachers of grades 7-8 in year 1 (2011-12) along with the principal of RCMS. Years 2-3: Starting in year 2 (2012-13), this new system will be implemented school-wide for | Year 1: Cost of professional development for Principal Warren: Conference registration fees: \$4,000 Staff travel to conferences: \$500 |

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| Action Required By Transformation Model | Description of how the action will be accomplished by LEA | Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time | Description of costs associated with the action (description should align with budget narrative and budget provided for grant) |
|---|--|--|---|
| <p>assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2</p> | <p>and locally developed measures of student achievement that are determined to be rigorous and comparable across classrooms. Additionally, the teacher and principal performance evaluation systems will incorporate other measures of effectiveness.</p> | <p>all grades and subjects. Throughout the life of the grant, the District will collect data to use in this rigorous, equitable, and transparent evaluation system.</p> | |

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| Action Required By Transformation Model | Description of how the action will be accomplished by LEA | Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time | Description of costs associated with the action (description should align with budget narrative and budget provided for grant) |
|--|--|--|---|
| Race to the Top applications. | | | |
| Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | The District will engage the teachers' union representatives in discussions regarding the design and implementation of an incentive and reward system with the unions representing certified and non-certified staff, including building principals. | Year 1: A rigorous, equitable, and transparent teacher and principal evaluation system will be designed based on the regulations adopted in May by the New York State Board of Regents and with the input of the APPR committee (comprised of teachers, the principal, and other stakeholders) and the negotiating teams. In keeping with the regulations, criteria will place strong emphasis on measuring student growth on state assessments or a comparable measure of student achievement growth and locally developed measures of student achievement that are determined to be rigorous and comparable across classrooms. Additionally, the teacher and principal | Year 1 : No cost |

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| Action Required By Transformation Model | Description of how the action will be accomplished by LEA | Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time | Description of costs associated with the action (description should align with budget narrative and budget provided for grant) |
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| | | <p>performance evaluation systems will incorporate other measures of effectiveness.</p> <p>Year 2-3: The negotiating teams will address staff and building principal eligibility to receive incentive pay at the end of the school year if student growth in achievement is evidenced through the evaluation systems developed in year 1.</p> | |
| <p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to</p> | <p>Response to Intervention Training</p> <p>May Institute employees will provide training and consultation to all instructional and administrative staff. Training will integrate professional development, along with components of coaching and formative technical assistance. Through an ongoing collaborative relationship, May Institute consultants will work with administrative and instructional staff to</p> | <p><i>Coaches will serve as train-the-trainers and will insure sustainability of activities beyond the three year grant period.</i></p> | <p><i>During year 1, the majority of coaching support will be focusing on assessments and training the coach to implement integrity and outcomes measure independently. In Year 2 and Year 3 the coach will independently administer such measures. External supports will then focus on data-based decision making and how to sustain new created systems to enhance student outcomes. The plan is for coaches (reading, math, and behavior)</i></p> |

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| <p>facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p> | <p>establish a professional development sequence that is aligned with the school’s needs and comprehensive social and academic program.</p> <p>Three forms of training will be offered. First, May Institute consultants will meet with administrators to:</p> <p>(a) identify appropriate sources of academic and behavioral student data (e.g., R-CBM, Maze-CBM, discipline referrals, Check In/Check Out [CICO] data, systematic direct observation)</p> <p>(b) model the review of student behavior/academic outcomes and procedural integrity assessment data</p> <p>(c) establish and review content of instructional staff trainings</p> <p>(d) establish and review the schedule for training and implementation.</p> | <p>Year 1 training will focus on the building of Tier I (universal) supports and data systems:</p> <p>1) Professional development for administration and coaches on readiness for RtI assessment process and training, including identification of assessment tools</p> | <p><i>to be permanent positions and that they will be sufficiently trained to continue with this work when the grant is completed.</i></p> <p><i>Teachers will be assigned common planning time on a weekly basis. Teachers will have the opportunity to share best practices and participate in professional development in the content areas as well as PBIS and RTI. The Principal will provide the leadership and monitoring of the team based on the district goals when a strategic plan is adopted</i></p> <p>Year 1: May Institute - 29 days technical assistance \$48,140</p> |

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| | <p>Second, consultants will provide “train the trainer” training to specific instructional staff identified as potential coaches. Such a process increases the long-term feasibility of the overall training and professional development model, as well as ensures the use of the problem solving approach independent of consultant presence.</p> <p>Third, consultants will work with trained instructional staff relative to (a) the use of assessment methodologies and procedures, and (b) the interpretation of data to inform decisions regarding differentiated and specialized instruction, as well as school-wide, classroom, and individual behavior management strategies.</p> <p>Training will emphasize the use of a RtI, problem-solving model that may be used as the basis for driving decisions relative to student behavior and academics.</p> | <p>with school and district</p> <p>2) Professional development for coaches on reading and math benchmarking to identify students in need of Tier II or III services</p> <p>3) Professional development with administration and coaches relative to RtI Year 1 action planning. Plan will be informed by measures of RtI implementation and integrity, including the Benchmarks of Quality, Benchmark of Advanced Tiers, and the Planning and Evaluation Tool – Revised</p> <p>4) Training for all instructional staff on benchmarking using CBM tools</p> <p>5) PBIS technical assistance:</p> | |

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| | <p>Across the three years, May Institute consultants will work with administrative and instructional staff through professional development and technical assistance to establish three tiers of service.</p> <p>At Tier I, all students receive universal strategies found to support the academic and social success of 80% of students.</p> <p>Universal academic support is provided through evidence-based curricula, instructional techniques, and differentiated instruction strategies.</p> <p>Universal behavior support is provided through teacher-developed social skills lesson plans relative to school-wide behavior expectations, reinforcement of students who observe these expectations, and the use of classroom behavior management strategies.</p> <p>At Tier II, a subset of students is</p> | <p>Review of implementation data and action planning relative to continued PBIS development</p> <p>6) Instructional and administrative staff technical assistance: Modeling of team-based data review, decision making, and action planning</p> <p>7) Administrative staff technical assistance: Modeling of benchmark data review as part of analysis of Tier I effectiveness</p> <p>8) Training for all staff on effective classroom-based instructional and behavior support practices (Oct)</p> <p>Direct consultation to and performance feedback with select instructional staff on effective classroom-based instructional (Nov-June).</p> | |

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| | <p>assigned to targeted interventions intended to support appropriate behavior and academic growth through efficient procedures predominantly implemented in a small group format. Tier II academic supports may include the provision of increased Read 180 lesson intensity, and/or the use of complimentary strategies, including repeated readings, phrase drill error correction, or cover, copy, and compare. Tier II behavior supports may include Check In/Check Out, self-management, or direct social skills instruction. Tier II supports will likely be necessary and sufficient for 10-15% of students.</p> <p>Finally, at III, students with the highest documented need will receive intensive interventions individualized. Tier III behavior support plans inclusive of highly individualized antecedent, teaching, and consequent strategies will be developed through functional behavior assessments (FBAs). Tier III</p> | <p>Individual staff will be identified for training through review of the Classroom Instructional and Behavior Support Assessment</p> <p>9) Instructional and administrative staff technical assistance: Modeling of and training relative to RtI benchmark data review and survey level assessment</p> <p>10) Administrative staff technical assistance: Modeling of survey level assessment data review</p> <p>11) Training for all staff on RtI goal setting and progress monitoring relative to Tier II and III interventions and supports</p> <p>12) Administrator professional development relative to review of goal setting and progress</p> | |

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| | <p>academic supports may include the more frequent use of intensive alternative strategies in a 1-to-1 setting. This level of service will likely be necessary for 5-10% of students.</p> <p>A focus on individual tiers in an iterative fashion across three years of professional development is intended to insure the full development and sustainability of systems. It is also intended to increase the effectiveness of each system of supports, thereby lessening the number of students in need of more time- and resource-intensive services at advanced tiers.</p> | <p>monitoring to inform Tier II and III interventions and supports</p> <p>13) Administrator and coach training and technical assistance: Modeling of end-of-year review of student outcomes and integrity/implementation data to inform formative action planning</p> <p>Year 2 professional development and technical assistance will provide a continued focus on Tier I strategies and procedures, while also establishing Tier II (secondary) supports and data systems.</p> <p>At Tier II, targeted interventions will be taught to the instructional staff and implemented with a subset of students identified as needing additional supports beyond universal means (typically 10-15% of students).</p> | |

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| | | <p>Tier II interventions that will be developed in conjunction with the instructional staff, will include those interventions that are an efficient use of time and other resources as they can be administered in small group settings and should be used as a strategy to minimize the need for more restrictive Tier III interventions.</p> <p>Tier II interventions should target specific behavioral/academic concerns.</p> <p>Examples of Tier II interventions include:</p> <p><u>Academic Supports</u> - may include the provision of increased Read 180 lesson intensity, and/or the use of complimentary strategies, including repeated readings,</p> | |

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| | | <p>folding-in, phrase drill error correction, or cover, copy, and compare.</p> <p><u>Behavior Supports</u> – may include Check In/Check Out, self-management, peer mentoring, and direct social skills instruction. Behavioral supports at a Tier II level are increased in intensity and applied in addition to universal supports.</p> <p>Finally, Tiers I and II will continue to be supported through Year 3 professional development and technical assistance, while building the foundation for Tier III (individualized) systems.</p> <p>At Tier III, individualized interventions will be taught to the instructional staff and implemented with those students</p> | |

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| | | <p>who have not responded to Tier I and Tier II interventions (typically 3-5% of the student population). Tier III interventions are specific, assessment-driven interventions designed to target problem areas for an individual student.</p> <p>A Tier III support team, which will include representatives of administration, support staff, instructional staff, as well as community-based partners, will be trained on efficient and appropriate assessment methods, as well as how to use assessment data to design specific, individualized interventions. In order for the staff to put such programming in place, they will require both training and ongoing consultation. The May Institute will provide training and consultation that will focus</p> | |

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| | | <p>on both developing specific Tier III systems and practices, but also the efficient implementation of such a framework.</p> <p>The following assessment methods are examples of what will be appropriate for Tier II:</p> <p><i>Academic – Brief Experimental Analysis (BEA).</i> A BEA is a method designed to assess the effectiveness of various interventions. During a BEA the student is administered a number of targeted academic interventions as well as a performance/skill deficit measure to determine which intervention was most effective at increasing correct performance and decreasing error. Administration of the intervention following the assessment is typically</p> | |

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| | | <p>administered individually and at a higher rate of frequency than Tier II interventions.</p> <p><u>Behavior – Functional Behavior Assessment (FBA)</u>. An FBA is a procedure designed to analyze a student’s behavior within the context of antecedents and consequences within the environment. Information gathered from the FBA will help to form hypotheses regarding the function of the behavior (e.g. what the student either “gets” or “gets out of”) and will lead to the development of function-based interventions.</p> | |
| | <p>English Language Arts</p> <p>Scholastic will train all teachers in <i>READ 180/System 44, and Expert 21</i></p> <p>Scholastic will conduct monthly cadre</p> | <p>Years 1, 2 and 3:</p> <ul style="list-style-type: none"> • Training on programs will take place at the beginning of each school year • Cadre meetings will be conducted monthly | <p>Year 1: Full-time Literacy Curriculum and Instruction Specialist \$70,000 plus fringes.</p> <p>Full time K-12 Curriculum and</p> |

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| | <p>meeting with teachers during the school day focusing on developing instructional routines</p> <p>Scholastic will conduct coaching visits (visit all classrooms to assess set-up to deliver programs, support SRI testing)</p> <p>A Literacy Curriculum and Instruction Specialist will be hired to support the design and implementation of standards-based literacy practices across the curriculum.</p> <p>A K-12 Curriculum and Instruction Administrator will be added to address curriculum and K-12 instruction across all content areas.</p> <p>Curriculum mapping and written documentation of curriculum work will be completed</p> | <p>throughout school year</p> <ul style="list-style-type: none"> • Ongoing job-embedded coaching visits for all programs and coaching for content specialist will occur throughout school year as needed or requested by District. <p>Years 1, 2 and 3 (Scholastic):</p> <ul style="list-style-type: none"> • Training on program will take place at the beginning of each school year • Cadre meetings will be conducted monthly throughout school year • Ongoing job-embedded coaching visits and coaching for content specialist will occur daily. | <p>Instruction Administrator \$155,000 plus fringes.</p> <p>Scholastic:</p> <ul style="list-style-type: none"> • Project Management Services \$227,858 |

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| | <p>Mathematics</p> <p>Scholastic will train all teachers in <i>FASTT Math</i></p> <p>Scholastic will conduct monthly cadre meeting with teachers during school day focusing on developing instructional routines</p> <p>Scholastic will conduct coaching visits (visit all classrooms to assess set-up to deliver programs, support SRI testing for math)</p> <p>Monthly meetings of all math teachers will take place to review content, strategies, assessments, and use of manipulatives.</p> <p>Administrators will observe and provide timely feedback on lesson plans and monitor that teaching assistants are co-facilitating lessons and teacher associates are supporting lessons under</p> | | <p>Year 1: Content area consultant for staff development and data analysis (20 days x \$1,600 per day)</p> <p>Scholastic: Project Management Services \$11,993</p> <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Full time K-12 Curriculum and Instruction Administrator (see above)</p> |

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| | <p>the guidance of the teacher and teaching assistant.</p> <p>An outside consultant (content area specialist) will provide the following support for classroom teachers:</p> <ul style="list-style-type: none"> • meet one-on-one with particular teachers • provide instruction on unit concepts with all math teachers • conduct item analysis of 2011 state assessments to identify areas of need; • review evidence-based core programs • curriculum mapping and written documentation of curriculum work will be completed. | | |
| | <p>Science</p> <p>An outside content area specialist will provide training in each new science unit (3 per grade level) and deliver professional development workshops focused on effective science teaching.</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Spring 2011 – training in first science unit, for each grade. One day per unit, per grade. Training in each new unit before implementation, during the school year. One day per unit. Plus, ½ day per | <p>Year 1: Content area consultant for staff development and data analysis (20 days x \$1,200 per day)</p> <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Full time K-12 Curriculum and</p> |

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| | Curriculum mapping and written documentation of curriculum work will be completed. | <p>week, 30 weeks per year for lesson development, coaching and follow-up.</p> <ul style="list-style-type: none"> • Professional development workshops during the school year, ten ½ days per year. <p>Year 2:</p> <ul style="list-style-type: none"> • Training for new teachers, teachers changing grade levels, and teachers of grades 6 and 9, in each science unit. • Follow-up and coaching. • Professional development workshops during the school year. <p>Year 3:</p> <ul style="list-style-type: none"> • Training for new teachers, and teachers changing grade levels, as needed, in each science unit • Follow-up and coaching. • Professional development workshops during the school | Instruction Administrator (see above) |

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| | | year. | |
| | <p>Social Studies</p> <p>An outside content area specialist will provide both whole group support and individual coaching for teachers. Professional development for social studies will be delivered in the area of:</p> <ul style="list-style-type: none"> • Formative Assessment • Differentiated Instruction • Questioning Techniques • Subject content <p>Teacher schedules will be arranged to allow time for professional development and time to select on-line materials to integrate into their instruction.</p> | <p>Years 1-3:</p> <ul style="list-style-type: none"> • Social studies teachers will be trained (grades 7-8 in year 1; grades 6 and 9 in year 2). • State-of-the art social studies materials will be reviewed and purchased. • Teachers will be assisted to complete lesson plans. • Teachers will be coached in effective instructional practices. • Curriculum mapping and written documentation of curriculum work will be completed. | <p>Year 1: Content area consultant for staff development (20 days x \$1,450 per day)</p> <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Full time K-12 Curriculum and Instruction Administrator (see above)</p> |
| Implement such strategies as financial | When administrative positions become available in the District, all teachers in | | |

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| <p>incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> | <p>the District will be alerted of these opportunities. Teachers within the District who have strong performance records will be considered when filling such administrative positions, creating a pathway for talented educators to enter administration.</p> <p>Teaching assistants will be provided with opportunities to become certified teachers and applying for open positions in the District.</p> <p>Teaching associates will be provided with opportunities to become teacher assistants or teachers through earning credit hours and applying for open positions in the District.</p> | | |
| <p>Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u></p> | | | |

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| <p>Instituting a system for measuring changes in instructional practices resulting from professional development</p> | <p>As noted above, through the collaboration with the May Institute, administrative and instructional staff will be trained in using benchmark academic data to provide information of student outcomes as well as student progress over time. Benchmarking will occur multiple times over the course of the school-year so that student progress can be closely monitored.</p> <p>Administrative and instructional staff will employ measures of the extent to which the various components of a multi-tiered integrated academic and behavioral model have been implemented with fidelity. Such assessment is considered to be vital to the RtI process, as it is assumed that student progress is likely dependent on the extent to which students receive research-based interventions and supports implemented with integrity.</p> <p>School staff will be trained to implement</p> | <p>The May Institute will institute a three tier academic and behavior system that will focus on changing instructional practices. Administrative and coaching staff will be trained in the use of these tools:</p> <ul style="list-style-type: none"> • Classroom Instruction, Benchmarks of Quality; • The Planning and Evaluation Tool – Revised (PET-R); • The Classroom Observation System; and • The Benchmarks of Advanced Tiers. <p>These instruments will measure changes in instruction resulting from professional development.</p> <p>Classroom Instruction: Self-Assessment: Assess effective instructional support outcomes in the classroom including both</p> | <p>Year 1: May Institute 8 days technical assistance \$13,280</p> |

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| | <p>the following fidelity/readiness measures:</p> <ul style="list-style-type: none"> • The Classroom Instruction: Self Assessment, Benchmarks of Quality • The Planning and Evaluation Tool – Revised (PET-R) • The Classroom Observation System • The Benchmarks of Advanced Tiers. <p>Administrative staff and consultants will also employ measures of classroom behavior exhibited by both teachers and students using direct observation. Direct observations are considered to be vital to the RtI process, as they provide a direct measure of target behaviors displayed in the natural setting.</p> | <p>teacher and student performance indicators.</p> <p>Benchmarks of Quality: Assessment of universal behavioral support practices</p> <p>Planning and Evaluation Tool-Revised: Assessment of universal and secondary effective reading practices.</p> <p>Benchmarks of Advanced Tiers: Assessment of Tiers II and III behavioral supports.</p> | |
| Required Activities: <u>Comprehensive instructional reform strategies</u> | | | |
| Use data to identify and implement an instructional program that is research-based | <p>English Language Arts</p> <p>RCMS proposes to incorporate three instructional programs published by</p> | <p>Years 1-3:</p> <ul style="list-style-type: none"> • Review SRI initial placement data and SPI data • Monthly review of | <p>Year 1:</p> <p>Scholastic</p> <ul style="list-style-type: none"> • READ 180 Stage B Enterprise Edition 60-License Stage \$62,900 |

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| <p>and vertically aligned from one grade to the next as well as aligned with State academic standards</p> | <p>Scholastic, Inc. - READ 180, System 44, and Expert 21</p> <p>READ 180 is a comprehensive system of curriculum, instruction, assessment and professional development designed to raise reading achievement for struggling readers in Grades 3–12+. READ 180 is designed to maximize student engagement, teacher effectiveness, and leader empowerment.</p> <p>System 44 is the breakthrough foundational reading and phonics intervention technology program for our most challenged readers in Grades 3–12+. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.</p> | <p>appropriate reports from instructional programs</p> <ul style="list-style-type: none"> • Ongoing use of Data Notebook to differentiate instruction in all programs and monitor student progress • Ongoing job-embedded coaching and support from Scholastic • Annual Leadership Data Workshop • A Literacy Curriculum and Instruction Specialist will be added to guide the implementation of standards-based literacy strategies across the curriculum. • A K-12 Curriculum and Instruction Administrator will be added to address curriculum and K-12 instruction across all content areas. • Data will be used to support individualized instruction. | <ul style="list-style-type: none"> • System 44 Program \$52,500 • Premium Product Maintenance and Support Plan \$2,950 per year • Expert 21 Courses II-III \$5,980 • Expert 21 Courses II-III Student Technology \$1,770 <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Librarian/Media Specialist (.5 FTE) \$31,000 plus fringes</p> <p>A K-12 Curriculum and Instruction Administrator for all content areas (see above)</p> |

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| | <p>Expert 21 has been designed to accelerate students in Grades 6–9 from basic to proficient—and beyond—so they are prepared with the literacy expertise to thrive in the 21st Century. Components of Expert 21 include:</p> <ul style="list-style-type: none"> - Explicit instruction in and application of 21st Century Skills students will use in college, career, and life. - Content that students want to read because it’s relevant and contemporary. - Content that integrates English language arts and interdisciplinary content area literacy. - Expert Space, the first Digital Curriculum and Toolkit for the 21st Century. - Inquiry-based learning that helps students build and question understanding and knowledge of the world in which they live, learn and work. | <ul style="list-style-type: none"> • Design learning packets to support individualized instruction during AIS. | |

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| | <p>Mathematics</p> <p>RCMS proposes to use Scholastic’s FASTT Math program, a research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts.</p> <p>Criteria will be established with a committee of teachers to identify math curriculum that is research-based and vertically aligned as well as aligned with Common Core State Standards; and software for purchase prior to December, 2011.</p> <p>A sequenced core curriculum will be developed with vocabulary, Mathematical practices, and content standards and aligned to text program.</p> <p>Curriculum mapping and written documentation of curriculum work will</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • With consultant define criteria for program selection and begin process of piloting a math text program and software program • Review state standards and CCSS and develop units of study and sequence of topics by grade level • Design assessments to be administered quarterly and analyze data from state assessments doing an item analysis to improve instruction • Share information at monthly meetings • Develop curriculum maps <p>Year 2:</p> <ul style="list-style-type: none"> • Adjust sequence of topics based on math Common Core State Standards for grades 6-9 | <p>Year 1:</p> <p>Scholastic:</p> <ul style="list-style-type: none"> • <i>FASTT Math</i> Enterprise Edition: School Plan Unlimited Site License \$9,000 • Fraction Nation WAN School Plan License \$10,500 • Scholastic Math Inventory (SMI) Site License \$2,950 <p>Instructional materials:</p> <ul style="list-style-type: none"> -math manipulatives (e.g., geometric solids, algebra tiles, base ten blocks) \$3,500 -teachers’ editions of textbooks \$1,000 -math instructional software \$7,000 <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Full time K-12 Curriculum and Instruction Administrator (see above)</p> |

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| | be completed. | <ul style="list-style-type: none"> • Refine assessments based on experience and new standard • Continue staff development and select highly qualified teachers to teach math only (grades 6-9) • Use data to support individualized instruction. • Design learning packets to support individualized instruction during AIS. <p>Year 3:</p> <ul style="list-style-type: none"> • Become familiar with new assessment models • Continuous staff development • Familiarize all with the newly designed state assessments • Continue staff development • Continue to analyze data to focus on instruction adjustments | |

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| | | <p>Years 1-3 A K-12 Curriculum and Instruction Administrator and a Literacy Curriculum and Instructional Specialist will be added to address curriculum and K-12 instruction across all content areas.</p> | |
| | <p>Science</p> <p>Curriculum units that meet the criteria (research-based, inquiry focused, aligned with state standards) will be selected and purchased. (Two outstanding programs are now being reviewed that have been developed with National Science Foundation support and have been field tested and implemented nationally.) Three or four units per year will be chosen and sequenced to be grade-level appropriate.</p> | <p>Year 1:</p> <ul style="list-style-type: none"> • Purchase 6 science units, 3 per grade level. <p>Year 2:</p> <ul style="list-style-type: none"> • Add additional units, if needed, one per grade level. • Use data to support individualized instruction. • Design learning packets to support individualized instruction during AIS | <p>Year 1: Teachers' editions of textbooks \$1,000</p> <p>Full-time Literacy Curriculum and Instruction Specialist (see above)</p> <p>Full time K-12 Curriculum and Instruction Administrator (see above)</p> |

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| | | Years 1-3 <ul style="list-style-type: none"> • A K-12 Curriculum and Instruction Administrator and Literacy Curriculum and Instruction Specialist will be added to address curriculum and K-12 instruction across all content areas. | |
| | <p>Social Studies</p> <p>The Common Core State Standards will be integrated with the classroom curriculum. Because Social Studies will be embedded in the ELA Assessment in 2013 and in 2014 in the National Assessment grades 3-8, all teachers are now literacy teachers. Teachers will have time to explore the Common Core State Standards, and will be given the opportunity to decide, in collaboration with school leadership, how to teach in accordance with the Standards going forward.</p> | <p>The curriculum mapping project must be completed during Year 1. The Common Core Standards require that students’ access information from both print and digital sources, evaluate and cite their sources, and apply the information to a targeted task.</p> <p>Years 1-3</p> <ul style="list-style-type: none"> • A K-12 Curriculum and Instruction Administrator and Literacy Curriculum and Instruction Specialist will be | <p>Year 1: Teachers’ editions of textbooks \$1,000</p> <p>K-12 Curriculum and Instruction Administrator for all content areas (see above)</p> <p>Literacy Curriculum and Instruction Specialist will work with teachers in all content areas (see above)</p> |

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| | Curriculum maps will be created that identifies the Standard(s), the essential question, how the lesson meets the performance indicators, resources needed, and the assessment tool. This will be done under the guidance of a content specialist who is also familiar with the Common Core State Standards. It must be completed by the 2012-13 school year. | <p style="text-align: center;">added to address curriculum and K-12 instruction across all content areas.</p> <ul style="list-style-type: none"> • Data will be used to support individualized instruction. • Design learning packets to support individualized instruction during AIS | |
| Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | The RtI and PBIS models rely on the efficient use of timely and continuous student progress monitoring data to make data-based decisions to inform and differentiate instruction in order to meet the academic needs of individual students. Given that most of these students are multiple years behind in academic functioning, students will be progress monitored on at least a biweekly basis using the R-CBM and Maze-CBM (AIMSweb) to identify those at-risk for not meeting end of year goals. Initially these measures will be | <p>Year 1: The Chief Information Officer and Data Analyst will work with instructional staff to promote the collection and use of data to inform instructional decisions.</p> <p>Staff will be trained to collect and input AIMSweb academic assessment procedures (i.e., benchmarking, survey level assessment, and progress monitoring). Data teams, coaching staff and instructional</p> | <p>Year 1: Consultant Costs: May Institute 8 days technical assistance \$13,280; Chief Information Officer \$35,000</p> <p>Staffing Costs: Data Analyst (1.0 FTE) \$50,000</p> <p>Guidance Counselor/Behaviorist \$104,122 plus fringes</p> <p>Software Costs: -SWIS and ISIS = \$250 per year -CICO = \$50 per year</p> |

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| | <p>utilized as part of survey level assessment to specify the grade level at which at-risk students' are located instructionally and from which they may be appropriately challenged to make desired gains toward goals. Staff will regularly convene with the team and May Institute consultants to determine which supports may be successful given student documented difficulties.</p> <p>Additionally, AIMSweb offers multiple features that make the service suitable for use as the basis of a school's or district's academic assessment system. First, AIMSweb users may access numerous curriculum-based measures (CBM) found through research to be psychometrically adequate (e.g., reliability, validity). CBMs include those for reading, spelling, written expression, early numeracy, and mathematics. Second, AIMSweb offers a data management and reporting system. Reports may be used to support</p> | <p>staff will be trained to make data-based decisions on an ongoing basis concerning instructional practices and skill development that promote student academic improvement.</p> <p>Staff will be trained to input behavioral data which will begin to be entered into the School-Wide Information System (SWIS). The collection of behavioral data will be used to develop and refine system interventions for all students.</p> <p>Year 2 and 3: Data teams, coaching staff and instructional staff will be trained to make more sophisticated data-based decisions on an ongoing basis concerning instructional practices and skill development that promote student academic improvement.</p> | <p>-AIMSweb = \$540</p> |

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| | <p>benchmarking, goal setting, and progress monitoring decisions.</p> <p>The lack of these students' effective academic progress is due to both the lack of effective academic instruction as well as effective behavior support practices. Effective behavior support requires ongoing data-based decision making using the analysis of school-wide discipline data. The May Institute will work with District and school administration to enhance the District's PBIS data and its existing data management system.</p> <p>School-wide discipline data (such as disciplinary referral information and suspensions) will be entered at least weekly into a computerized data management system called the SWIS, a web-based information system designed to help school personnel to use referral data to design school-wide and individual student interventions.</p> | <p>Staff will be trained to input the Tier 2 and 3 progress monitoring data into the CICO system as well as other discrete data systems and begin to use this information to make instructional and behavior support decisions around Tier II and III interventions.</p> <p><i>Incentives will be provided to recognize students that perform well both academically and behaviorally. The incentive plan will be modified, since there currently is an incentive program in place. However, in order to address motivational issues with students, an incentive plan will be created and monitored to assist with students' performance issues.</i></p> | |

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| | <p>Monthly reports can be generated by school personnel, and analyzed by the behavior support team. SWIS is a tool for the analysis of office discipline referrals which is managed by the National Technical Assistance for Positive Behavior Supports. Multiple reports may be generated to inform decisions at the school-wide and individual student level. Of note are the “Quick Big 5” reports, which include (1) average referrals per day per month, (2) referrals by problem behavior, (3) referrals by location, (4) referrals by time, and (5) referrals by student. SWIS data may be used to continuously monitor students who have frequently displayed problematic behavior and therefore require more intensive interventions and supports. The disciplinary referral data will be used to support formative screening-related decisions regarding the identification of individuals who have not responded to universal positive</p> | | |

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| | <p>behavior supports, and are therefore in need of more intensive services. Team-based decision making systems will then be built to ensure the timely application of these services to students with documented need. Additional tools, including the Check In/Check Out (CICO) system (a SWIS module) and direct observation, will then be employed to monitor student progress in response to intervention. A representative team comprised of coaches, administrators, instructors, and other support staff will meet regularly to review this data, and to determine if supports should be added, modified, or terminated.</p> <p><i>SWIS is a web based system, and therefore, cottage staff will have access and be able to report incidents as well as review them.</i></p> <p>The CICO system serves as the basis for both student assessment and</p> | | |

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| | <p>intervention. When enrolled in a Tier II/Tier III intervention, students are rated at multiple points throughout the day relative to the frequency with which they displayed expected behaviors. Students are then reinforced if they reach their daily goal for percentage of possible total rating points earned. These data, including individual teacher ratings and overall daily percentages, may be stored in the CICO system, which can be used to generate graphs of time series data. Changes in level, trend, and variability of data may then be examined in an evaluation of student response to intervention. Reports may also be shared with students as part of performance feedback intervention.</p> <p>Individual norm referenced social skills assessments (Social Skills Improvement System) will be conducted on each student to determine current functioning, skills and behavior for intervention as well as ongoing progress monitoring.</p> | | |

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| <p>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p> | <p>Response to Intervention</p> <p>The aforementioned representative team will utilize the Planning and Evaluation Tool – Revised (PET-R) to determine if multiple core components of the academic plan have been implemented.</p> <p>First, the PET-R will be used to examine if the school has adopted evidence-based core curricula, instructional methods, and supplemental intervention programs.</p> <p>Second, the team will identify if programs and materials have been implemented with a high degree of fidelity, or if individual staff members are in need of assistance to appropriately execute.</p> <p>Third, the team will examine whether an appropriate amount of time is being allocated to instruction on a daily basis. This includes a sufficient amount of additional time for those students found</p> | <p>Years 1,2, & 3: The systems integrity assessments (PET-R, BOQ and BAT) will be conducted in spring each year and used to develop action plans for the following year.</p> | <p>Year 1: Staffing Costs: K-12 Curriculum and Instruction Administrator (see above)</p> <p>Guidance Counselor/Behaviorist (see above)</p> <p>Data Analyst (see above)</p> <p>Chief Information Officer (see above)</p> <p>Literacy Curriculum and Instruction Specialist (see above)</p> <p>May Institute consulting costs (see above)</p> |

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| | <p>to be making less than desired growth.</p> <p>Fourth, the team will examine the extent to which survey level assessment and progress monitoring data are being used to inform decisions relative to appropriate interventions and instructional materials for individual students.</p> <p>Fifth, the PET-R will be used to evaluate whether data are being regularly shared with a student’s team (including parents) to facilitate the goal setting and problem solving.</p> | | |
| | <p>Behavior Support</p> <p>The BOQ and the BAT will be used to ascertain treatment fidelity with Tier I, II and III behavior support interventions.</p> | | |
| | <p>External Evaluation</p> <p>Greenburgh Eleven recommends hiring Metis to conduct an evaluation of the SIG implementation (formative) and</p> | <p>Years 1-3: Finalize evaluation questions, data collection methods, and stakeholders’ roles and responsibilities.</p> | <p>Year 1: Metis Associates consulting costs \$50,000</p> |

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| | <p>outcomes. The formative evaluation plan will begin in Year 1 and continue across all years. The Metis team will collect formative evaluation data from program observations, stakeholder interviews, professional development feedback tools, documents (meeting agendas and minutes, professional development materials, reports of findings prepared by May Institute, etc.), and dialogue with different participants—District leadership, teachers and school leaders, students, Home-School Liaison, and partner representatives).</p> <p>The guiding questions for the implementation study are:</p> <ul style="list-style-type: none"> • What is the role of the SIG Manager and other school-based leadership in supporting implementation? What might be done, if anything, to strengthen or improve these supports? | <p>Conduct periodic interviews with project stakeholders and observations of professional development and other program activities.</p> <p>Collect program documents related to implementation.</p> <p>Collect, analyze and synthesize formative and outcome data and prepare an annual evaluation report.</p> <p>Discuss the annual evaluation findings with key stakeholders, including recommendations for program improvement.</p> | |

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| | <ul style="list-style-type: none"> • What are teachers’ reactions to the various types of professional development opportunities offered as part of the SIG? To what extent are these job-imbedded opportunities meeting the needs of participating teachers? What are their experiences as they begin to transfer the skills and knowledge gained from the professional learning into practice? • How effective is the ongoing feedback system implemented by May Institute? • What is the perceived effectiveness of the critical components to the SIG Transformation Model (e.g., updated instructional program, newly implemented student assessment system, and strengthened technology infrastructure) and student interventions? | <p>The representative team referred to in the grant application (p. 76)</p> | |

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| | <ul style="list-style-type: none"> What is the role of the Home School Liaison (HSL)? What activities did the HSL implement to improve the engagement of students' caregivers and parents in the education of their children/students? To what extent did these activities reflect national standards for parent and family involvement programs with regard to communicating, parenting, assisting student learning, volunteering, and school decision making and policy? How effective were these activities in addressing the barriers that have historically prevented the involvement of RCMS parents? | <p>is a instructional team to review instructional/behavioral data and to make suggestions to teachers for improvement. This will be done as part of our progress monitoring strategy. The Advisory Council is a group of stakeholders whose responsibilities are to ensure that the SIG is being implemented appropriately and to provide feedback to staff and administrators.</p> <p>The Home School Liaison will play an integral role in linking parents to school. Specific strategies will be developed as this individual joins our team. Parent visitations to the school are currently a part of our school program. As part of open school activities, parents spend a full day on campus in a joint-activity time with CV. Parent training is</p> | |

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| | <ul style="list-style-type: none"> • What progress did the school accomplish in revamping performance evaluation systems for school leaders and teachers? How will/does Greenburgh Eleven staff use the results of the revised systems to reward effective teachers and removing ineffective teachers? • Overall, what are the greatest challenges to implementing the Transformation Model? • What do stakeholders believe are the critical factors in sustaining the | <p>provided and parent/teacher conferences are held.</p> | |

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| | <p style="text-align: center;">Transformation Model?</p> <p>The outcome evaluation component will be conducted annually and will focus largely on determining the success of Greenburgh Eleven in attaining the NYSED recommended annual goals for improving performance for all student groups in ELA and math, and on selected leading indicators, as well as changes in teacher effectiveness because of the SIG professional development.</p> <p>Metis will implement the summative study of the SIG evaluation, using the data from the various assessments administered by May Institute: state assessment program results and CBM data (academic); PET-R, CISBA, BOQ, and BAT (program integrity/fidelity and teacher effectiveness); and COS (changes in student and teacher behavior).</p> <p>The outcome evaluation will address the</p> | | |

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| | <p>following key questions:</p> <ul style="list-style-type: none"> • What are the annual results of the leading indicator data (e.g., participation rates in state assessments, student attendance rates, discipline incidents, etc.) that Greenburgh Eleven is required to submit to the NYSED, and how do these data change over time? What differences, if any, are evident among student groups? • To what extent does RCMS make progress toward or accomplish its annual goals for student achievement on the NY state assessments in ELA and math? • To what extent does the SIG professional development component change instructional practices to produce the desired student growth? | | |

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| | <ul style="list-style-type: none"> • What changes are there in the knowledge and skills of participating teachers, because of the SIG professional learning activities? • How has instructional behavior changed because of the SIG professional development component? To what extent are teachers using newly learned strategies and assessments in the ways in which the school intended? • What is the relationship between knowledge and skill development and changes in instructional practices and student outcomes? • How do varying levels of parental involvement and engagement impact student outcomes? <p>In addition, Metis will work with Greenburgh Eleven to meet all of the</p> | | |

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| | <p>New York State reporting requirements of SIG grantees (e.g., annual submission of the school-level leading indicator data). Metis will also prepare an annual evaluation report that will present a summary of major implementation accomplishments for the year, describe the data collection methods used for both the formative and outcome studies, present findings that address the evaluation questions, and discuss those findings and provide data-driven recommendations to help strengthen program implementation and outcomes.</p> | | |
| <p>Implementing a schoolwide “response-to-intervention” model</p> | <p>The outlined data-based decision making instructional and behavioral support practices described above will provide a comprehensive framework that meets criteria as a “Response-to-intervention” model. Such a model should have a comprehensive framework that supports all students and details a continuum of supports and interventions as well as assessments that support both the implementation and</p> | | |

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| | outcomes relative to each. | | |
| <p>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p> | <p>Sixty seven percent of RCMS students are classified with emotional impairment and 84 percent of the students are classified with multiple disabilities. The professional development to be provided by the May Institute will incorporate best practices to support these students to improve student engagement and the pro-social skills of these students so as to increase the amount of time they are in class and on task. Instructional staff will be provided didactic training on the various disabilities (anxiety, depression, conduct disorder) related to emotional impairment and its impact on school performance.</p> <p>While no ELL students are currently enrolled at RCMS, students with limited English proficiency could enroll at any time. Should one or more ELL students enroll, the District will engage the services of an ELL consultant to visit the classroom of these student(s) on a</p> | <p>Years 1-3:</p> <p>See description of professional development on RtI/PBIS and Scholastic above.</p> <p>Professional development will be offered to all classroom teachers on differentiating instruction for ELL students, as needed. The ELL consultant will work on an ongoing basis with teachers serving ELL students to reinforce strategies introduced during the professional development.</p> | <p>Year 1:</p> <p>- May Institute will provide professional development on disabilities related to emotional impairment and its impact on school performance, as well as the best research practices to support students with emotional impairments and special needs (see above).</p> |

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| | <p>regular basis and work with the classroom teacher one-on-one on differentiating instruction. The consultant would also assist the teacher in using specialized materials to address the needs of ELL student(s). The ELL specialist will also be available on a periodic basis to assist teachers working the daily additional instructional period.</p> | | |

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| Using and integrating technology-based supports and interventions as part of the instructional program | In addition to implementing four Scholastic programs which are all technology-based, several outstanding computer-aided instruction (CAI) math programs (Plato, Understanding Math, RM Education, School Island and Study Island) have been identified and will be reviewed by a committee of teachers and administrators. Representatives will be invited to present information about each CAI for the committee. | <p>Year 1:</p> <ul style="list-style-type: none"> -Purchase computers, printers, SmartBoards and ipads for classrooms -Training will be provided on the use of Smartboards and ipads. -Software will be updated -Plans will be made for the purchase and implementation of SchoolTools and Echalk to assess student needs and any gaps in the curriculum and gather resources to close those gaps, map curriculum, and work collaboratively to improve instruction and student achievement. Teachers will use Echalk to collaborate in professional learning communities and lesson planning. | <p>Year 1:</p> <p>The following technology will be purchased in order to enhance classroom-based instruction:</p> <ul style="list-style-type: none"> - 33 desktop computers \$33,000 - 48 ipads for teachers and students \$28,800 - 11 printers for classrooms \$1,375 - 8 Smartboards \$26,800 |

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|---|---|---|---|
| | <p>IT Infrastructure Upgrade</p> <p>Broadband will be upgraded to support access to web-based instruction.</p> <p>A wireless network will be created for the Middle School and Outer Academies.</p> <p>The RtI/PBIS model that will be implemented at RCMS is supported by the use of three web-based data systems, each of which offers data entry, storage, and analysis features: AIMSweb, the School-Wide Information System (SWIS), and the Check In/Check Out (CICO) system.</p> | | <p>Year 1: \$75,000</p> |
| Required Activities: <u>Increasing learning time and creating community-oriented schools</u> | | | |
| <p>Establish schedules and strategies that provide increased learning time</p> | <p>May Institute consultants will provide classroom training and support related to instructional and behavior management strategies. The intent of training will be to increase instructional time while reducing the time devoted to addressing</p> | <p>Classroom instructional and behavioral management support for instructional staff (coach supported) will begin in the Fall of 2011 (Year 1), and will then be provided on a continuous</p> | <p>Year 1: May Institute consultant costs (see above) Chief Information Officer consultant costs (see above) Data Analyst (see above)</p> |

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| | <p>interfering student behaviors.</p> <p>Such strategies include, but are not limited to, (a) arranging the classroom to minimize crowding and distraction, (b) maximizing schedule structure and predictability, (c) frequent acknowledgement of appropriate behavior, (d) use of highly engaging instructional techniques that increase opportunities for student responding (e.g., writing, choral response, peer tutoring), (e) planned ignoring redirection, and (f) structured reinforcement systems, including token economies.</p> | <p>basis for the remainder of Year 1 and during Year 2 and 3.</p> <p>Year 1 (October) Review for all staff on behavior strategies that will serve as the basis of Tier I universal supports. It is assumed that these strategies will be effective for the majority of students, thus decreasing the need for consult with individual staff members.</p> <p>Year 1 (Nov-June 2012) review of data to identify instructional staff members whose students frequently display problematic behavior. These staff members will then be consulted with relative to the specified instructional and behavior management strategies on an individualized and as-needed basis.</p> | |

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|--|---|--|---|
| | | <p>Year 2 and 3 booster training on effective instructional and behavior support strategies (Oct 2012)</p> <p>Year 2 to 3 (Nov 2011-June 2014) monitor implementation instructional and behavior support strategies; provide individualized support as needed by coaches.</p> | |
| Provide ongoing mechanisms for family and community engagement | A Home School Liaison position will be created to work closely with school staff, school leadership teams, the Parent Council, and community groups to engage families and involve them in the school community. The Liaison would be charged with identifying issues of concern to families and working with school leaders to ensure that these issues are addressed in a timely manner. The Parent Council meetings conducted by the Liaison will also be coordinated with Children’s Village quarterly meetings in New York City. | Year 1: The Home School Liaison will be recruited, hired, and trained in PBIS for the home environment. The Home School Liaison will develop guidelines and a structure for generating and sustaining meaningful parent involvement. The guidelines will be reviewed by the Parent Council for feedback prior to implementation. Family engagement activities will include quarterly meetings, home visits, workshops, a | <p>Year 1 May Institute consultant costs (see above)</p> <p>Staffing costs: - Home School Liaison \$50,000 plus fringes - Materials for parent workshops \$2,000 -Parent travel for attending workshops and district meetings \$1,000</p> |

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|--|---|--|---|
| | <p>During Year 1, the Liaison will develop guidelines and a structure for generating and sustaining meaningful parent involvement in the school.</p> <p>The Liaison will be trained in PBIS for the home environment; and will become a critical link between the school and families in communicating information about students' progress and activities. Information and announcements targeting the entire parent community will be conveyed routinely via social networking media such as Facebook and Twitter, the school website, as well as more traditional means.</p> | <p>newsletter, a website, and other electronic communications.</p> <p>Years 2-3: Family engagement activities will include quarterly meetings, home visits, bi-monthly workshops, a monthly newsletter, information provided on the school's website, social media, and other electronic communications.</p> | |
| Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u> | | | |
| Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and | Greenburgh Eleven was created in 1928 to serve children in residential treatment at Children's Village, a community-based organization. The mission of Children's Village is to help children and families who are struggling to become productive, independent citizens | <p>Year 1-3:</p> <p>The school's work with Children's Village would be implemented consistently throughout the three-year grant period.</p> | Year 1: no costs. |

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|--|---|---|---|
| <p>others to create safe school environments that meet students' social, emotional, and health needs</p> | <p>who will enrich their communities and their families, through education, work, lifelong relationships, and social responsibility.</p> <p>The Parent Council of the Children's Village currently meets once per month. This group also meets with the school about once per quarter.</p> <p>The District has had a relationship with the Greenburgh Health Center, a local community health center, around staff health issues. The school plans to expand the Center's role to include supporting the school's student wellness policy. For example, the Center would be asked to provide students and parents with information about health and wellness topics, such as nutrition and fitness.</p> | | |
| <p>Extending or restructuring the school day so as to add time for such</p> | <p>The school will create a full-time Guidance Counselor/Behaviorist position to take on the following advisory functions:</p> | <p>Year 1</p> <p>The Guidance Counselor/Behaviorist will be recruited,</p> | <p>Year 1: Guidance Counselor/Behaviorist (see above)</p> |

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|--|---|---|---|
| <p>strategies as advisory periods that build relationships between students, faculty, and other school staff</p> | <ul style="list-style-type: none"> • Provide individual, small-group, and classroom based guidance to students. In the classroom, the Guidance Counselor/Behaviorist will facilitate lessons and activities for young people and faculty around such topics as course requirements, high school graduation requirements, personal stress, peer pressure, emotional issues, substance abuse, and independent living • Support students with transition planning and career planning • Help students work with their teachers to evaluate their abilities, interests and personality traits in order to achieve academic success and develop realistic career goals • Work with students and teachers to ensure that all young people are properly placed in schools and programs when they leave the | <p>hired, and trained in PBIS during the first half of Year 1.</p> <p>Related strategies will be implemented from the second half of Year 1-Year 3.</p> | |

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|--|--|---|--|
| | school. This would include gathering extensive information about the child's needs and abilities. | | |
| Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment | See other descriptions that are part of a comprehensive school-wide RtI model, including School-wide Positive behavioral Interventions & Support (SW-PBIS). | See other descriptions that are part of a comprehensive school-wide RtI model, including School-wide Positive behavioral Interventions & Support (SW-PBIS). | Year 1: May Institute consultant costs (see above) |
| Required Activities: <u>Providing operational flexibility and sustained support</u> | | | |
| Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve | <p>During the period of the grant, one tutorial period per day will be added for instructional purposes. This additional period will extend learning time for all students from seven periods to eight each day.</p> <p>The school will continue to arrange middle school schedules such that teachers have eight common blocks of</p> | <p>Related strategies will be implemented consistently throughout Years 1-3.</p> <p>The District has implemented a comprehensive lesson plan format for teachers. Teachers are required to submit lesson plans on a weekly basis to the</p> | <p>Year 1:</p> <ul style="list-style-type: none"> - Cost of teacher pay for daily additional instructional periods: 1,800 hours x \$80/hour plus fringes - Cost of teacher aides/school monitors for daily additional instructional periods: 1,800 hours x \$25/hour plus fringes - Cost of Guidance Counselor/ |

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|--|---|---|---|
| student achievement outcomes and increase high school graduation rates | conference time per week. This strategy was undertaken in an effort to boost teacher collaboration to improve growth for struggling students, and will be used to support implementation of strategies associated with the grant throughout Years 1-3. It will also include staff from the Outer Academies. | school administrator. These plans are to be reviewed by an administrator and feedback provided to the teacher, as needed. | Behaviorist pay for additional periods: 150 hours x \$89/hour plus fringes |
| Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | Activities that the LEA will carry out to support implementation of the Transformation Model were presented in Section B (Descriptive Information). These include hiring additional staff positions to create a solid infrastructure for implementation of the Transformation Model's programs and practices, and providing ongoing support for planning, monitoring, and implementation. | Related strategies will be implemented consistently throughout Years 1-3. | Year 1: SIG Manager \$75,000 plus fringes |
| Permissible Activities: <u>Providing operational flexibility and sustained support</u> | | | |

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|--|--|---|---|
| <p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p> | <p>Greenburgh Eleven UFSD’s purchasing policy (#6700) states that all purchasing of supplies, equipment, and services will be centralized in the business office and overseen by a Purchasing Agent. The policy states that “it is the goal of the Board to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended.” All purchases will be procured at the “maximum quality at the lowest possible cost under the circumstances.” Furthermore, the policy outlines required methods of competition to be used and documentation to be maintained when procurement is conducted in a non-bid process. In cases where the lowest cost option is not purchased, the District is required to provide justification as to why the award is in the best interests of the District.</p> | <p>In preparation for the submission of this SIG application, the district engaged in discussions with several vendors who bring specific expertise to the Transformation Model being proposed by RCMS. Should funding be forthcoming, the District will follow all procurement policies before finalizing any contractual arrangements with outside vendors.</p> | <p>Year 1: SIG Manager (see above)</p> |

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APPENDIX B: TRANSFORMATION MODEL

| Cost of Implementation of Model (over 3 years) | Amount of 1003(g) funds LEA will allocate to school | Amount of additional funds, to be provided by other sources, LEA will allocate to school |
|---|--|---|
| \$6,023,183 | \$5,963,453 | \$59,730 |

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

During the three year grant period, the District will utilize existing General Fund revenues and other grant resources to support the interventions and activities contained in our Transformation Model. In order to sustain proposed activities after the three year grant period has ended, the District will submit a rate appeal to the Rate Setting Unit within SED to obtain the additional funds beyond existing District resources that will be necessary to sustain program activities. State and federal funding sources will also continue to be used beyond the three-year grant period. In addition, the services of Metis Associates will be utilized to identify alternative sources of funds, including state and federal grants.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.

Please refer to Section B.2 for a discussion of the anticipated obstacles and plans for addressing these challenges.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

No policy changes are anticipated at this time. Procedural changes required to implement the Transformation Model will be addressed and modified in order to ensure full implementation of our proposed School Improvement Grant.

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: Transformation

List of Schools implementing model:

| School Name | NCES #: | Tier I | Tier II |
|------------------------------|--------------|--------|---------|
| Rafael Cordero Middle School | 361014000454 | X | |
| | | | |
| | | | |

| Category | Description of Budget Item | Proposed LEA allocation | | | | Other Federal or State allocations, determined by the LEA | | | | Total Project Allocation |
|--------------------|--|-------------------------|-----------------------------|---------|---------|---|-----------------------------|--------|--------|--------------------------|
| | | Pre-implementation | Year 1- Full Implementation | Year 2 | Year 3 | Pre-Implementation | Year 1- Full Implementation | Year 2 | Year 3 | |
| Professional Staff | SIG Manager; Guidance Counselor/Behaviorist; Library/Media Specialist, teachers for extended school day tutorial program staff; performance incentives | 18,500 | 425,972 | 538,508 | 538,508 | 0 | 0 | 0 | 0 | 1,095,516 |
| Support | Teaching Assistants; Home School Liaison, | 0 | 220,200 | 263,000 | 335,000 | 0 | 0 | 0 | 0 | 818,200 |

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| Category | Description of Budget Item | Proposed LEA allocation | | | | Other Federal or State allocations, determined by the LEA | | | | Total Project Allocation |
|-------------------------------------|--|-------------------------|-------------------------------------|-----------|-----------|---|--|--------|--------|--------------------------|
| | | Pre-implemen- tation | Year 1- Full Implemen- tation | Year 2 | Year 3 | Pre- Implemen- tation | Year 1- Full Implemen- tation | Year 2 | Year 3 | |
| Staff | performance incentives | | | | | | | | | |
| Purchased Services-- Consultants | Scholastic services and site licenses; professional development; external evaluation; leadership conferences for PLA principal; Chief Information Officer; staff registration for professional development conferences | 0 | 518,400 | 368,000 | 303,000 | 0 | 0 | 0 | 0 | 1,189,400 |
| Supplies and Materials | Math software; smart boards; computers; printers; ipads; assessment materials; parent workshop materials; teachers editions | 0 | 106,315 | 94,640 | 24,340 | 0 | 11,472 | 11,472 | 11,472 | 259,711 |
| Travel | SIG team; parents; teachers | 0 | 1,500 | 1,500 | 1,500 | 0 | 0 | 0 | 0 | 4,500 |
| Employee Benefits | FICA; TRS; ERS; health benefits; disability; unemployment; welfare fund; workers; compensation | 0 | 252,811 | 313,238 | 376,159 | 0 | 0 | 0 | 0 | 942,208 |
| Equipment | None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BOCES | Wiring upgrades; broad-band access; content area specialists; professional development | 0 | 163,570 | 94,750 | 94,750 | | 8,438 | 8,438 | 8,438 | 378,114 |
| GRAND TOTAL | | 18,500 | 1,688,768 | 1,673,636 | 1,673,257 | 0 | 19,910 | 19,910 | 19,910 | 5,113,891 |

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

| Category | Description of Budget Item | Proposed LEA allocation | | | | Total Project Allocation |
|----------------------------------|--|-------------------------|-----------------------------|----------------|----------------|--------------------------|
| | | Pre-implementation | Year 1- Full Implementation | Year 2 | Year 3 | |
| Professional Staff | K-12 Curriculum and Instruction Administrator | 12,916 | 129,684 | 155,000 | 155,000 | 452,600 |
| Support Staff | Data Analyst | 5,000 | 45,000 | 50,000 | 50,000 | 150,000 |
| Purchased Services (Consultants) | Chief Information Officer | 4,000 | 31,000 | 35,000 | 35,000 | 105,000 |
| Supplies and Materials | None | 0 | 0 | 0 | 0 | 0 |
| Travel | | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | FICA; TRS; ERS; health benefits; disability; unemployment; welfare fund; workers; compensation | 5,849 | 58,759 | 68,542 | 68,542 | 201,692 |
| Equipment | | 0 | 0 | 0 | 0 | 0 |
| BOCES | | 0 | 0 | 0 | 0 | 0 |
| Grand Total | | 27,765 | 264,443 | 308,542 | 308,542 | 909,292 |

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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: Greenburgh Eleven UFSD

BEDS Code:

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6 | 0 | 4 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|

Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA’s School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA’s School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA’s School Improvement Grant Application.

| 1. Individuals Consulted | 2. Individual’s Title <u>and</u> Constituency Group Represente | 3. Date and Method of Consultation | 4. Signatures Unobtainable/ Summary of Documentation |
|--|--|---------------------------------------|---|
| Individual’s Name (Print/Type) Children’s Village Administrators (7) Signature | Children’s Village local Parent | 4/18/11 | Attendance Roster |
| Individual’s Name (Print/Type) Children’s Village Executive Team (8) Signature | Titles vary. Serve as local parent | 4/18/11 | Attendance Roster |
| Individual’s Name (Print/Type) Children’s Village Parent Council Members (4) | Children’s Village Senior Family Services Coordinator and parents | 4/23/11 | Attendance Roster |

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| | | | |
|---|---|--|---------------------------------|
| Signature | of day and residential students. | | |
| Individual's Name (Print/Type) Mirla Morrison | Content area specialist – Social Studies | 4/8/11 | Attendance Roster and E-Mail |
| Signature | | | |
| Individual's Name (Print/Type) Michael Garcia | Children's Village Local Parent Representative | 4/18/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Donald Sommerville | Senior Family Services Coordinator | 4/26/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Jennifer Cole | President – Greenburgh #11 Federation of Teachers | 4/8/11, 5/18/11, 5/18/11, 5/20/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Union Leadership (2) | Vice President and Vice-President of Teachers Union | 4/7/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Union Negotiating Team | Greenburgh Eleven Federation of Teachers | 4/12/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Reginald Warren and Jennifer Cole | Principal, Elementary/Middle School | 5/4/11, 5/5/11, 5/6/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Reginald Warren and James Carforo | Principal, Elementary/Middle School; Member, Greenburgh Eleven Federation of Teachers | 5/6/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Reginald Warren | Principal, Elementary/Middle School | 4/7/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Myrna Klotzkin and Science Teachers (3) | Science Consultant | 3/28/11, 3/29/11, 3/30/11, 3/31/11, 4/1/11, 4/5/11, 4/7/11, 4/11/11, 4/12/11, 4/14/11, 5/3/11 | Attendance Roster E-Mail |

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| | | | |
|--|------------------------|---|---------------------------------|
| Signature | | | |
| Individual's Name (Print/Type) Eleanore Livesey and Math Teachers (9) | Math Specialist | 1/31/11, 3/23/11, 3/29/11, 3/30/11, 4/29/11 4/12/11, 5/3/11 | Attendance Roster E-Mail |
| Signature | | | |
| Individual's Name (Print/Type) Karen Burke | Scholastic | 4/6/11, 5/4/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Vincent Albanese | Scholastic | 4/6/11, 4/12/11, 4/18/11, 4/20/11, 5/4/11, 5/3/11, 5/5/11, 5/6/11 1/31/11, 3/23/11 | Attendance Roster E-Mail |
| Signature | | | |
| Individual's Name (Print/Type) Adam Feinberg | May Institute | 4/5/11, 4/7/11, 4/8/11, 4/11/11, 4/13/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Bob Putnam | May Institute | 3/17/11, 3/18/11, 3/21/11, 3/24/11, 3/28/11, 3/29/11, 3/29/11, 3/30/11, 4/5/11, 4/7/11, 4/7/11, 4/8/11, 4/11/11, 4/13/11, 4/14/11, 4/17/11, 4/19/11, 4/20/11, 4/21/11, 4/26/11, 4/29/11, 5/2/11, 5/3/11, 5/4/11, 5/5/11, 5/9/11 | E-Mail |
| Signature | | | |
| Individual's Name (Print/Type) School Administrators (5) | Greenburgh Eleven UFSD | 4/6/11, 5/5/11 | Attendance Roster |
| Signature | | | |

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| | | | |
|---|------------------------|--|-------------------|
| Individual's Name (Print/Type) School Administrators (3) | Greenburgh Eleven UFSD | 4/1/11, 4/4/11, 4/5/11, 4/6/11, 4/7/11, 4/8/11, 4/11/11, 4/13/11, 4/14/11, 4/20/11, 4/21/11, 4/25/11, 4/27/11, 4/28/11, 5/2/11, 5/3/11, 5/4/11, 5/5/11, 5/6/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) High School Principal (2) | Greenburgh Eleven UFSD | 5/4/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Middle School Principal (2) | Greenburgh Eleven UFSD | 5/4/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Cordero Staff (10) | Greenburgh Eleven UFSD | 4/7/11, 4/26/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Middle School Teachers (7) | Greenburgh Eleven UFSD | 4/6/11, 4/7/11, 4/8/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Elementary/Middle School Teachers | Greenburgh Eleven UFSD | 5/20/11 | Attendance Roster |
| Signature | | | |
| Individual's Name (Print/Type) Middle School Teachers, Psychologists, and Social Workers (7) | Greenburgh Eleven UFSD | 4/6/11 | Attendance Roster |
| Signature | | | |

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| | | | |
|---|------------------|---|---------------------------------|
| Individual's Name (Print/Type) Marilyn Zlotnik | Metis Associates | 4/1/11, 4/15/11, 5/2/11 3/25/11, 3/26/11, 3/28/11, 3/29/11, 3/30/11, 4/4/11, 4/5/11, 4/7/11, 4/8/11, 4/11/11, 4/14/11, 4/15/11, 4/16/11, 4/17/11, 4/19/11, 4/20/11, 4/21/11, 4/25/11, 4/26/11, 4/29/11, 5/2/11, 5/3/11, 5/4/11, 5/5/11, 5/6/11, 5/7/11 | Attendance Roster E-Mail |
| Signature | | | |

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APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

The Principals' union commitment letter is attached.

The Teachers' union commitment letter will be submitted separately. As you are aware, the new APPR became law recently. All parties must comply with the law. At this time, the teachers' union has chosen not to sign the commitment letter. Based upon the law, this commitment must now be honored by all stakeholders.

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Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other

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nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

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CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY
AND
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “ person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without

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modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

***ED 80-0014, as amended by the New York State Education
Department***

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GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES**

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

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(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).