

## **PROPOSAL ABSTRACT**

As one of ten Special Act Public School Districts in New York State, Greenburgh Eleven educates emotionally disabled residential and day students whose educational needs have not been met by their community schools. Students' enrollment at Greenburgh Eleven often follows significant periods of truancy and academic failure in community schools. Our technology infrastructure has three critical deficiencies: limited local area network support, limited computer equipment, and inadequate bandwidth and access to the internet. With no funds to make significant upgrades, we have been unable to purchase the hardware, software and connectivity needed to enhance instruction. Our students have great difficulty in passing NYS assessments. None of our Elementary and Middle Schools students were able to meet proficiency standards in 2009-2010 or in 2010-2011 in English language arts or mathematics. Our High School students have difficulty passing Regents exams and Regents Competency Tests.

Extensive, job-embedded professional development will be the primary focus of our proposed program, which will have three major measurable objectives: (1) to develop District-wide systems to prepare students to participate in PARCC assessments in 2014-2015, (2) to assist teachers and administrators to become proficient in supporting students to take on-line assessments, and (3) to provide professional development to teachers and administrators to become proficient in data-driven instruction. Our proposed program is consistent with the Regents Reform Agenda, complies with NYS Professional Development and Teaching Standards and includes formative and summative evaluations for each year of program operation.