

**School Turnaround Office**  
**Systemic Supports for District and School Turnaround Grant (SSDST)**

**GREENBURGH ELEVEN UFSD – AUGUST 2015**

<b>School/District Background</b>	<p><b>Provide a brief overview of your district including location, size, demographics served, and needs of the district. Please provide an overview of why you decided to participate in this grant.</b></p> <p>Greenburgh Eleven UFSD is a Special Act School District for boys located on the campus of Children’s Village in Dobbs Ferry, New York. As a Special Act School District, Greenburgh Eleven experiences a high rate of mobility. Enrollment at Greenburgh Eleven often follows significant periods of truancy and academic failure in community schools.</p> <p>Admissions’ statistics from Children’s Village confirm the pathology in students’ lives. From January to June 2014, 43% of children admitted to the agency had histories of juvenile delinquency, 32% had histories of substance abuse, 11% had histories of physical abuse, 31% had histories of psychiatric hospitalization, and 20% had histories of neglect. Others have histories including runaway behavior (32%), sexual abuse (8%), gang association (13%), fire play (12%), weapons (13%), court designation as a person in need of supervision (PINS) (6%), and suicidal behavior (19%). In addition, 16% of children admitted to the residential treatment center have one or more parent(s) who were substance abusers; 11% had a parent with a history of imprisonment; 10% had a parent with a history of psychiatric care; and 13% had a parent with a history of domestic violence. Included among the primary referral diagnoses for students into residential care were conduct disorders (34%), disruptive disorders (23%), adjustment disorders (4%), depressive disorders (6%), and psychotic disorders (17%). It is clear from students’ personal and family histories that increased efforts are needed to prevent and reduce violence.</p> <p>The District operates three schools in one building organized as follows: Elementary (K-6), Middle (7-8) and High School (9-12) with a total enrolment of about 185. While most of the students are residents of Children’s Village, about 30% are day students who are place here by their local Committees of Special Education (CSE). Student performance on the grades 3-8 testing shows low achievement with no students scoring levels 3 and 4 on the ELA and Math in the past three years.</p> <p>The District decided to participate in this grant for the purpose of establishing District systems for consistency and building a data-driven culture.</p>
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<b>Promising Practice to be Highlighted</b>	<p><b>Thoroughly describe a promising practice currently taking place at your district as a direct result of the strategies through the SSDST Grant with each strand implemented. Also provide an explanation as to why this particular practice was chosen to be implemented at your district.</b></p> <p><b>District Systems and Structures for Support ( Strand #1)</b>          Developing a District leadership team that is focused on improving rigorous instruction in every classroom. With the support of the Outside Educational Expert (OEE), the District has developed a theory of action that has guided the work of the district leadership team this year.</p> <p>The District operates under the belief that certain conditions must be in place</p>
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	<p>for students to achieve at their highest potential. The District believes that if students and staff are provided with a safe environment where all adults establish high expectation for students and a rigorous curriculum aligned with the New York State Common Core Standards is in place, student achievement will improve. Consequently, if the District aligns all its functions, practices and decision making with the New York State Diagnostic Tool for Schools and District Effectiveness (DTSDE) and performs at the effective level using the DTSDE rubrics, student achievement will improve.</p> <p>“If the District aligns its processes, systems and best practices the 6 tenets of District Tool for School and District Effectiveness, and empower students in understanding their own developmental, academic and life needs, student achievement will improve. If teachers deliver highly engaging instruction aligned to CCLS and support in developing goals then students will achieve and/or be on the road to high levels of success.”</p> <p>We have defined high levels of student success as:</p> <ul style="list-style-type: none"> <li>• Students making honor roll</li> <li>• Students receiving course grades of 80 or higher</li> <li>• ELA and Math Performance 3 and 4</li> <li>• Academic behaviors such as resilience, grit and perseverance</li> <li>• Autonomy and self-direction as a learner</li> <li>• Active engagement and effort in the classrooms</li> </ul> <p><b>Embedding a System of Data-Driven Instruction (DDI)/Inquiry (Strand #4)</b></p> <p>We established a District data team to look at student achievement and SEDH data collectively and to use that data to develop monthly action plans. We have also begun to share data with parents about their student’s progress on a more frequent basis. Individual progress reports are now sent to parent’s midway between each marking period and each marking period.</p> <p>The team has identified and approved the following Systemic Indicators to track:</p> <ul style="list-style-type: none"> <li>• Student demographics</li> <li>• Course passing per marking period</li> <li>• Course scheduling information</li> <li>• Attendance</li> <li>• Academic measures and assessment</li> <li>• Behavior</li> </ul>
<b>Evidence</b>	<p><b>How do you know the practice you have described is promising and/or successful? How have you measured its effectiveness and/or success?</b></p> <p><b>District Systems and Structures for Support ( Strand #1)</b></p> <ul style="list-style-type: none"> <li>• Teacher collaboration has improved because of the clarity of expectations and has begun to use common language with each other.</li> <li>• Students also have an increased understanding of the CCLS and learning protocols that require thinking.</li> <li>• District Leadership Team collaborative learning walks have revealed some of these practices.</li> </ul>

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	<p><b>Embedding a System of Data-Driven Instruction (DDI)/Inquiry (Strand #4)</b></p> <ul style="list-style-type: none"> <li>• Some staff have improved the fidelity of implementation of PBIS because there have been more data conversations with staff.</li> <li>• We have increased the fidelity of implementation for our Scholastic programs by reviewing weekly data review.</li> <li>• The high school has begun to use writing prompts in all classes and to collect data based on these prompts to inform next steps.</li> <li>• Anecdotal data is shared on a daily basis between the District and Children’s Village enabling better communication and interventions based on the data shared.</li> </ul>
<b>Looking Ahead</b>	<b>What are your sustainability plans and hopes for the future (both short and long-term) of your promising practice?</b>
	<ul style="list-style-type: none"> <li>• The District has aligned all its functions, practices and decision-making with the DTSDE and will perform at the effective level using the DTSDE rubrics to improve student achievement.</li> <li>• The District has consolidated the building instructional leadership to provide consistency and follow-through.</li> <li>• The District will continuously use the DTSDE rubrics to self-assess its practices and functions.</li> <li>• We will share our theory of action with all stakeholders. All of our professional development will be framed by the theory of action.</li> <li>• We will develop concise smart goals monthly related to our theory of action and we will review our progress and make adjustments as needed.</li> <li>• We will share our theory of action with all prospective employees and ask for their ideas on how they will support the District achieving its theory of action.</li> </ul>
<b>Additional documentation</b>	<b>Please provide any additional documentation/attachments/website links created/demonstrate/communicated as a result of the implementation of the SSDST grant initiatives.</b>
	N/A