

## 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: Syracuse City School District

NCES#: 3628590

School: Grant Middle School

NCES#: 362859003862

Grades Served: 6-8

Number of students: 640 —

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	Assessment Tools	Conclusions
<p>The Grant Middle School Redesign Team composed of a principal from Lincoln Middle School, the Assistant Director of Special Education, three teachers and a guidance counselor from Grant Middle School, a teacher from Lincoln Middle, teacher from Webster Elementary School which feeds into Grant, a Literacy Coach, and two parents who represented the Grant PFO and a community organization representative. The group reviewed the Grant data packet prepared by the District's Information Technology Division. The review process included analyzing the data to identify trends and patterns, applying Root Cause Analysis strategy, identifying needs and developing program</p>	<ul style="list-style-type: none"> <li>• SED School Report Card</li> <li>• Disaggregated 2010 ELA/Math Passing Rates</li> <li>• ELA Gap Trend/Item Analysis</li> <li>• ELA Acuity Data</li> <li>• Math Gap Trend/Item Analysis</li> <li>• Math Acuity Data</li> <li>• NYESLAT Data</li> <li>• American Institute for Research (AIR) School Profile</li> <li>• Current Suspension Rate</li> <li>• Referral Rate by School</li> <li>• Suspension Report by Ethnicity</li> <li>• Attendance Data for Students and Staff</li> <li>• Transfer Rate of Staff</li> </ul>	<ul style="list-style-type: none"> <li>• 17% of Grant Middle School students have limited English proficiency (LEP).</li> <li>• According to a report completed by the American Institutes for Research (AIR) in March 2010, 67% of Grant Middle' students are off track to thrive in English Language Arts, along with 72% off track to thrive in Math.</li> <li>• Black! African American and Latino students score significantly below Caucasian and Asian students on both NYS and Math assessments.</li> <li>• According to the AIR report, 89% of teachers believe that Grant Middle School is on track to thrive for instructional quality. However, in the same report, 83% of teachers describe</li> </ul>

<p>recommendations. Program development targeted the major findings identified in the data analysis. Needs assessments were grouped by categories of: Developing and increasing teacher and school leader effectiveness, comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools, providing operational flexibility and sustained support. These then were analyzed to determine the most critical needs for the most immediate response which helped determine the needs for the framework. The recommendations of the JIT review were also reviewed and incorporated into the Transformation Plan.</p>		<p>the academic environment at Grant Middle as being off-track.</p> <ul style="list-style-type: none"> <li>• There is a disconnect between strong perceptions of instruction and weak perceptions of academic support.</li> </ul> <p><b>Why the increase in the number of subgroups not making AYP? A JIT was done last year. What recommendations have been implemented, if any?</b></p> <p><i>The .liTreportlll'as received last spring after the Stare assessments were taken: therefore, recommendations could not have been put i1710 place based on the .lITreport that would have affected the outcome of the assessments. The school recognized il-needed to put ;11tO place a behavioral system and implemented PBIS with fidelity, reducing referralsjj'om hearingsjj'om 107 to 61. They also established targeted AIS to Tier 1 and 2 students to improve achievement. Since we will not have this year's state assessment results until July, it is impossible to compare the 2009-1010 with the 1010-11 until that time which would include subgroup data. The Redesign Team looked at the d{llaprol'id and will implement system-wide changes in instructional programming using UbD. Professional development willfoeus on planning and student expectations to ensure improvement. The Principal has been replaced with a principal with a proven track record of success. Additionally, all interventions and differentiated instruction will be looked at with regard to the sub-group information when we receive it. Students will be assigned to c'lppropriate interventions in September with monitoring of progress by teacher and administration and regular monthly status meetings.</i></p> <p><b>What root causes did you identify in your needs assessment for your major findings?</b></p> <p><i>A need for consistency in student academic and behavioral expectations, including common</i></p>
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		<p>instructional planning and instructional delivery tools/strategies, high expectations and follow-through supports for all students to succeed, consistent expectations and reinforcement of school behavioral policies and PSfS structure, targeted and differentiated intervention assignment and monitoring of student progress and targeted and differentiated professional development and coaching support for implementation.</p> <p><b>What did you identify as the root cause of all subgroups dropping on state tests (most recent report card)?</b></p> <p>A lack of student engagement due to discrepancies in academic and behavioral expectations. Lack of setting of high expectations, and then scaffolding instruction and re-teaching to help students who were falling below level 3 achievement levels; lack of turning self-monitoring and responsible learning over to students by using rubrics and lack of making students accountable for homework practice of day's instructional goals: instruction in the classroom is not differentiated for students; relationships were missing in some classrooms that cultivate students wanting to work; some of the student practice and engagement work was not rigorous enough or aligned close enough with the curriculum benchmarks.</p> <p><b>Math scores on the report card are particularly low. How are you addressing this?</b></p> <p>Hiring a mathematics instructional coach to work with all of our staff to reinforce math skills as well as providing extended time in the morning: during lunch and after school for targeted AIS in math. Work with the Field Coordinator of Mathematics to review the NYS Assessment data (item analyses) to identify curricular or program changes that are needed to close achievement gaps for identified groups of (or all) students. Curriculum maps will be</p>
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		<i>reviewed for mathematics and adjusted accordingly. After school programming should be aligned with student areas of weakness and an individual student learning plan should be established and monitored for each student receiving targeted intervention AIS' support.</i>
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Describe how the Transformation Model addresses the major findings of the needs assessment.

The Transformation Model requires the school to do the following: implement strategies to develop and increase teacher and school leader effectiveness; appoint a new principal committed to the school reform; use a rigorous, transparent and equitable evaluation system for teachers and the administrative team; use data on student growth as a significant factor as well as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement; assure teacher and administrative team involvement in the design and implementation; provide faculty with incentives for improving teaching and learning; provide high quality, job embedded professional development; provide financial incentives; use data to evaluate instructional programs; promote continual use of data to progress monitor; increase learning time; provide mechanisms for family and community engagement; have operational flexibility to implement a fully comprehensive approach; and assure technical assistance to the school.

The implementation of the Transformation Model will allow the District to:

1. Revise the master schedule to increase learning time.
2. Institute job embedded professional development through Collaborative Coaching and Learning (CCL) and the assignment of coaches.
3. Assure adherence to the District developed 4-Tier Intervention Framework (Rt!) by progress monitoring every 5-10 days.
4. Replace the current administrative leadership team with a new team.
5. Ensure targeted professional development in Understanding by Design (UbD) /Sheltered Instruction Observation Protocol (SIOP), Formative Assessment (FA) and the use of Technology.

What root causes did you identify for major finding bullets #3-5? How are bullets #3-5 addressed in your plan?

*As stated above, there is a need for consistency in student academic and behavioral expectations, including common instructional planning and instructional delivery tools/strategies, high expectations and follow-through supports for all students to succeed, consistent expectations and reinforcement of school behavioral policies and PBIS structure, targeted and differentiated intervention assignment and monitoring of student progress and targeted and differentiated professional development and coaching support for implementation.*

6. Loop in grades 7-8 to increase student /teacher collaborative relationships.

What data have you collected on the effectiveness of looping to justify #6 on p. 2?

*Success of looping in other Syracuse City School District middle schools as well as national data on effectiveness of looping. Data for the 2011-2012 may be a bit more difficult to ascertain as many of the Grant staff will be reassigned through the PLA process.*

7. Mandate use of data and monitoring through the development and use of a data "dashboard" that will integrate all data and can be utilized by school and District level staff to monitor student and program implementation fidelity by teacher, grade level, vertical teams and whole school.
8. Convene bi-weekly collaborative student status meetings to review student progress and define instructional areas and focus.
9. Implement staff developed Positive Behavioral Interventions and Supports (PBIS) to create a positive learning community.
10. Instructional Coaches and the school's administrators will facilitate data analysis, CCL, UbD, SIOP, and Formative Assessment to inform practice.
11. Develop a master schedule that ensures common planning time.
12. Target and implement mandated professional development for all staff in areas identified in the Redesign Plan.
13. Hire and utilize an additional social worker to work with school staff and families to remediate issues causing poor attendance, tardiness, and implementation of the 4-tiered RTI framework.
14. Strengthen the shared-decision making model currently in place through the contractual School Leadership Team by blending members of the Redesign Team to ensure fidelity of Redesign Plan implementation.
15. Develop an accountability system at all levels through the use of data monitoring, administrative observations, collaborative coaching and the monitoring of the implementation of research-based instructional strategies learned and supported in job embedded professional development. This also includes accountability of the administrative team for program implementation.

What is the timeline for development and implementation of the accountability system proposed in #15 on p. 3? How will this system be articulated to staff?

*Timeline will begin in summer start/development and be ready for implementation for the first day of school. Staff articulation will begin the very first day of start/development in late August. The implementation of Network Teams (who will be trained by NYSED in August and during the 2011-2012 school year) will commence in the end of August. These teams will be assisting in the analysis and use of data, in collaborative coaching and in unpacking the Common Core State Standards in ELA and Mathematics. Literacy Across the Content Areas, and College and Career Readiness. A professional development and implementation timeline will be developed and shared with all stakeholders in August 2011, the upcoming school year,*

16. Mandate the use of Advancement Via Individual Determination (AVID) strategies in all classrooms grades 6-8.
17. Establish a strong Parent Faculty Organization (PFO) to build capacity for parents to be involved and support their children's learning in and out of school.
18. Increase awareness and understanding of cultural diversity within the Grant community through SIOP training, collaboration with community groups, and implementation of district initiatives.
19. Hiring of additional personnel to assist in the implementation of PBIS, RTI, and student behavior.

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

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Required Activities: Developing and increasing teacher and school leader effectiveness				
Replace the principal who led the school prior to commencement of the transformation model	The Board of Education will appoint an administrative team based on the Superintendent's recommendation that demonstrates the leadership qualities necessary to implement the transformation plan.	The principal will be appointed at the April or May Board meeting. The new principal will immediately join the Redesign Team and begin staffing process and refine the Redesign Plan for the school.	\$10,000 stipend per year for the PLA principal. Has the <b>new</b> principal been hired? If so, who is it! <i>Yes/ Dean DeSantis, who has many successful years of experience in Syracuse.</i> Are you replacing AP's too <i>Yes</i> How long will the \$10,000 stipend be available? What are the criteria for receiving it? <b>Why</b> so much! <i>The District will constantly be monitoring the implementation of the redesign plan through the office of school reform and other central office staff. In addition, the district conducts internal site reviews. SED conducts PLA audit site reviews, and the district will continuously monitor data including benchmark and State assessments, attendance (student and staff), dropout &amp; graduation rates, behavior data, evidence a/sustained improved instructional practice following professional development. etc. In addition the American Institutes of Research (AIR) conducts annual school profiles on each district school which includes results of surveys given to staff, students and</i>	

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			<p>parents. The AIR profile also analyzes and reports out on student and school data. This will all be taken into consideration before awarding the stipend to the principal in June of each year. Final decision will be made by the Superintendent. Teachers teaching 1/6 will be receiving approximately \$10,000-11,000 so it seemed fair to offer a similar amount to the principal.</p>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>CD 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 assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p> <p><u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth</p>	<ol style="list-style-type: none"> <li>1. The District's Information and Technology (IT) Division is creating a data "dashboard" that will be utilized to closely monitor teaching and learning, fidelity to program implementation and student progress.</li> <li>2. Teachers will begin professional development in the areas of Collaborative Coaching and Learning (CCL), Understanding by Design (UbD), Sheltered Instruction Observation Protocol (SIOP). Three (3) Teaching Assistant Substitutes (TA Subs), who are certified teachers, will be hired and trained to ensure quality substitute services when teacher are in embedded PD.</li> <li>3. Faculty will communicate through a variety of mediums and will align walk-throughs,</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning November 2011, student and teacher data will be monitored through the Data Dashboard.</li> <li>2. Professional development will begin in the summer of 2011, with emphasis on UbD planning (summer 2011), SIOP (January 2012), and CCL (2012). Differentiate the level of professional development for new staff in UbD, SIOP, CCL, AVID and FA in 2012-13. Provide PD and implement PBIS in August and September 2011.</li> <li>3. Ongoing daily communication between staff and administration via team</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. Salaries and employee benefits for 3 - 1.0 FTE TA substitutes: \$148,280 (year 1) \$152,249 (year 2) \$156,378 (year 3)  Extension of service for 3 TA subs for summer PD and extensions before and after-school during the school year. \$14,133 (year 1) \$14,689 (year 2) \$15,289 (year 3)</li> <li>3. No cost</li> </ol>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle 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)
in achievement. "Significant" will be defined pursuant to NY's Round 1 and, if submitted, Round 2 Race to the Top applications.	<p>professional development opportunities, and student data reviews.</p> <p>4. The SLT will develop content-area look-for criteria aligned to PD implementation timelines, the Redesign Plan and the District's revised APPR to guide administrative walk-throughs. Daily administrative walk-throughs will provide staff with ongoing data driven feedback based on School Leadership Team (SLT) designed look-for sheet as well as the use of the iTouch with the APPR application to collect data during daily walkthroughs for use during instructional conferencing.</p> <p>5. Teachers will also have access to Teachscape video cameras for use in selfreflection and CCL implementation.</p> <p>6. At weekly meetings with teachers and principals will review student data gathered from weekly data meetings facilitated by Instructional Coaches. Goals will be set for each teacher at the beginning of each school year and will be monitored by the administrative team throughout</p>	<p>meetings, conferences, walk-throughs and e-mail.</p> <p>4. September 30, 2011</p> <p>5. July 2011 - June 2014</p> <p>6. September 2011 - June 2014</p>	<p>4. No cost-cost of iTouch applications will be covered by the District's TIF grant funds.</p> <p>5. No cost-cost of Teachscape video cameras will be covered by the District's TIF grant funds.</p> <p>6. No cost</p>

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	<p>each school year. Teachers and other instructional staff will review their Individual Professional Growth Plan (IPGP) to assess progress in meeting goals in alignment with the Redesign Plan.</p> <p>7. If goals are not met, a review of teacher performance may lead to the progressive contractual process including, but not limited to, the development of an Assistance Plan, Corrective Action Plan, or result in a transfer, or dismissal in extreme cases.</p>	<p>7. Annually following performance reviews by April of each year 2012-2014.</p>	<p>7. No cost</p> <p><b>There are several major PD initiatives and the time lines are somewhat unclear. What is your overall PD plan, including timeline for roll out of each phase and how the different initiatives fit together?</b></p> <p><i>The overall Professional Development Plan includes</i></p> <p><i>„Understanding by Design" planning to be implemented in late August. As staff members begin planning their units of study, they will be involved in eel (Cognitive Coaching and Learning) to help them refine their lessons and delivery of instruction. Beginning in January of 2011, staff will begin adding the language component „(SIOP and align/heir UbD plans with the SIOP format. A schedule for professional development and teacher expected implementation and monitoring of implementation will be developed and distributed to all staff by late August. so they can adjust their schedules</i></p>

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			<p>accordhrgl').</p> <p>CCL would appear to be an important part embedding your professional development. Why are you waiting to 20'12 to start? We are beginning with UbD, and CCL will follow after the jil'sl unit of study is complete. Target date is Janum)', but we anticipate beginning in mid to late October.</p> <p>You identilied 17% of students being of LEP as a major finding. Why are you waiting until 2012 to do SIOP training?</p> <p>Same as above. UbD will ensure that the siaffmembers have mapped out their unit plans and SIOP will narrow down their inSlructioflal/oclf.</p> <p>Teachers cannot learn. implement and monitor their success of two major instructional initiatives at once. Teachers will/earn the tenets of UbD. implement it in planning, and then work 011 changing instructional delivery through the inclusion of essential questions, relevant and J'igorous student engagement practices in the classroom, formative assessment, etc. Once they have reflected on 'heir practice and feel comfortable with UbD: the expansio/1 of their planning and instruction can include the tenets „is/OP thaI will further increase their reaching all students and adding the strong language</p>


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	Identify the grant component as well as additional instructional strategies that will increase the chances for all learners to access and learn from instruction. How will you monitor student growth & how often? Progress monitoring will be ongoing by classroom teachers but will be formally monitored at the 5 week intervals. Administration will schedule status meetings with grade level teams/departments to share and discuss data and student achievement. What about PO for leaders on the new evaluation system? The District has planned a three day Leadership Institute for August 24 <sup>th</sup> - 26 <sup>th</sup> , followed by 2 full days per month for all principals. One day will be with all principals and the other day will be with principals in their divisions such as secondary. The PD will be differentiated at these sessions with afternoon academies providing PD for VPs and Interns. Administrators will create Individual Professional Growth Plans/allowing the Leadership Institute that will be monitored and supported by their director on an ongoing basis. Who will attend the weekly meetings mentioned in #6 on p.5? Is this all teachers every week, (individually or by department)? How and how often will the teacher
			<p>component as well as additional instructional strategies that will increase the chances for all learners to access and learn from instruction.</p> <p><b>How will you monitor student growth &amp; how often?</b></p> <p>Progress monitoring will be ongoing by classroom teachers but will be formally monitored at the 5 week intervals. Administration will schedule status meetings with grade level teams/departments to share and discuss data and student achievement.</p> <p><b>What about PO for leaders on the new evaluation system?</b></p> <p>The District has planned a three day Leadership Institute for August 24<sup>th</sup> - 26<sup>th</sup>, followed by 2 full days per month for all principals. One day will be with all principals and the other day will be with principals in their divisions such as secondary. The PD will be differentiated at these sessions with afternoon academies providing PD for VPs and Interns. Administrators will create Individual Professional Growth Plans/allowing the Leadership Institute that will be monitored and supported by their director on an ongoing basis.</p> <p>Who will attend the weekly meetings mentioned in #6 on p.5?</p> <p>Is this all teachers every week, (individually or by department)?</p> <p>How and how often will the teacher</p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle School

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Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>I. The Principal will receive a \$10,000 stipend each year for demonstrating success in school transformation efforts and improving student achievement by meeting set goals.</p> <p>2. Teachers will receive extension of service payment as per the contract for committee/planning work that goes one hour beyond</p>	<p>1. July 2011 - June 2014</p> <p>2-3. Beginning July 2011 and ongoing through June 2014</p>	<p>1. Previously noted on page 4. Are we able to ask for copies of the goals? Goals and expectations previously answered on page 6 with out' response to the question regarding the criteria used for the principal to receive the stipend.</p> <p>2. Teachers' extensions of service and employee benefits associated with their participation in committee</p>

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	Describe with short narrative for budget provided
	<p>the school day.</p> <p>3. Following PBIS guidelines staff will be eligible to receive in-house grants for incentives for student use, for increased student achievement and related work such as outstanding service in the building and good attendance.</p> <p>4. Administrative team will identify faculty who met expectations as defined by the SLT.</p>	<p>4. March of 2012, 2013, 2014</p>	<p>and planning work: (4 hrs per week X 40 weeks X 75 staff) \$404,208 (year 1) \$420,376 (year 2) \$437,122 (year 3) (*The above noted extension of service time will also be used to provide student academic support and additional PD during the course of the year)</p> <p>3. Supplies for teacher incentives: \$5,000/year</p> <p>4. No cost</p> <p><b>Why is the admin receiving money and teachers only have opportunities to apply for grants for students?</b> <i>As part of the PEIS plan. staff members will be eligible for incentives inclusive of restaurant and coffee gift cards; movie tickets etc... Teachers are compensated with opportunities to work collaboratively for extension of service payment, and effective and highly effective teachers will be compensated in accordance with Teacher Incentive Grant being implemented.</i></p>

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			<p>What criteria will be used to identify faculty who will get grants? How are these criteria communicated to staff?</p> <p>Criteria for staff will be developed by the administration with the input of the School Leadership Team. Criteria will be communicated to the staff during staff meeting, weekly team meetings and written weekly staff communication.</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<ol style="list-style-type: none"> <li>1. Staff will participate in PEIS and a Grant Middle School PBIS committee will be formed to develop a PBIS plan for full implementation September, 2011.</li> <li>2. All staff must participate in 24 hours of professional development (three, six-hour days) on UbO, Formative Assessment and CCL during the summer.</li> <li>3. Throughout the school year, all staff will participate in CCL focused on implementing UbO, SLOP and other professional development as identified each year in the Redesign Plan. SLT will use the information gathered from the IPGs, school data and survey staff to determine ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. July 2011 - June 2014</li> <li>2. July -August 2011- 2013</li> <li>3. July 2011 -2014</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' extension of service and employee benefits for summer PO. \$62,308 (year 1) \$63,760 (year 2) \$66,311 (year 3)</li> <li>2. Included in summer extensions listed above.</li> <li>3-5. In addition to extensions of service for professional development using funding from this PLA grant, Title II A funds will be used to pay teachers' extensions of service and associated employee benefits for their participation in SLOP, PBIS,</li> </ol>

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	<p>professional development needs.</p> <p>4. Professional development summer of 2012 will focus on integration of SIOP with previously professionally developed skills in UbD, formative assessment, and PBIS.</p> <p>5. SLT will design UTC summer program for summer 2011 that incorporates CCL, SIOP, and Formative Assessment.</p> <p>6. Provide AVID (Advancement Via Individual Determination) instruction to 7<sup>th</sup> and 8<sup>th</sup> grade students. One 1.0 FTE AISfAVID teacher will be hired to provide AVID instruction and also AIS services.</p>	<p>4. August/September 2012 - June 2014</p> <p>5. Beginning in summer 2011, and embedded during the school day and after school years 1-3 throughout June 2014</p> <p>6. September 2011 - June 2014</p>	<p>FA, CCL and AVID training. See other funds in budget narrative.</p> <p>6. One 1.0 FTE AISfAVID teacher, salary and employee benefits:  \$96,945 (year 1)  \$100,169 (year 2)  \$103,522 (year 3)</p> <p>According to JIT, PBIS is already implemented. How will you ensure the program is improved?  <i>The hiring of a full time PSIS staff person/Grant writer to work with staff and students to ensure that all elements of the plan are being implemented. Administrative walk-throughs and observations will monitor implementation building-wide; suspension data; referrals will be recorded and will be basis for 5-</i></p>

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			<p>week status meetings.</p> <p>How will PD address students with <b>special needs</b>?</p> <p>Staff development for special needs staff will be inclusive of the UbD and SIOP training as well as the addition of "Just Words" program.</p> <p><b>What is your plan to address the at-risk population (137 students) identified in the NYSED April 2010 IIT report?</b></p> <p>SIOP planning addresses <i>not only</i> students that are second language learners but is an excellent planning tool for special needs students as well. Providing targeted interventions, individual learning plans and monitoring student success will also inform the additional professional development or coaching support needed by staff.</p>
Implement such strategies as financial 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>1. All staff (75 members) will receive a laptop computer, document camera, and projector to assist in increasing implementation of technology and collaboration in the classroom.</p> <p>2. Classroom teachers will have the opportunity to apply for internal grants to fund field experiences, project-based learning, and other instructional initiatives for students. SLT will design an</p>	<p>1. Equipment will be distributed to staff by September 2011.</p> <p>2. SLT will design requisites by October 2011.</p>	<p>1. Year 1: Laptops: \$52,500 Projectors: \$48,995 Document Cameras: \$43,312</p> <p>2. \$100,000.00 allocated to internal grants in year I. Budgeted \$75,000 in supplies and \$25,000 in travel in year I. Years 2 and 3, \$125,000 in each of these years. Budgeted \$100,000 in supplies and</p>

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	<p>application and process of review to award grants.</p> <p>3. Staff will be provided with job embedded professional development in SIOP, FA, incorporating technology into instruction and PBIS by District assigned coaches.</p> <p>4. Teachers will be compensated for their participation in the summer Urban Teacher Calendar, which mandates that teachers participate in 35 hours of professional development and provide academic instruction for 65 hours.</p>	<p>3. July 2011- June 2014</p> <p>4. July and August 2011, 2012, 2013</p>	<p>\$25,000 in travel each in years 2 and 3.</p> <p>3. No additional costs. As previously noted, embedded professional development will be provided by district PBIS coach, instructional coaches and District Technology Trainers. TA/Subs will provide coverage while teachers engage in job embedded PD.</p> <p>4. Title I funds will support teachers' ext. of service and associated employee benefits to provide UTC summer academic support. See other funding in budget narrative.</p> <p>Title II A funds for extension of service for professional development previously mentioned. See other funding in budget narrative.</p> <p><b>What about more incentives to reward teacher leaders?</b>  <i>Teacher leaders will have an opportunity to attend stall development opportunities paid for from the grant as well as PBIS incentives. There will also be other district rewards available for</i></p>

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Grant Middle 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)
			<p><i>elective and highly effective teachers through Teacher Incemive Grant. What about mentoring and incentives for good attendance. (92%)</i></p> <p><i>Parent Liaison/Community assistant will "work with the principal to provide incentives for students with excellent attendance. This will be done on a daily/ weekly/monthly/quarterly and yearly basis.</i></p>
<b>Permissible Activities: Developing and increasing teacher and school leader effectiveness</b>			
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs ofthe students in a transformation schoolI	<p>1. See incentives on previous pages.</p> <p>2. Grant Middle' goal is to retain 100% oftheir 2011-12 stafffor 8 years through supportive professional development and coaching, positive learning environment including teaming and looping.</p> <p>3. Additional compensation for work/teaching/learning outside of the school da and ear</p>	<p>1. Beginning July 2011 -- June 2014</p> <p>2. Beginning July 2012 -June 2014</p> <p>3. Beginning July 2012 -June 2014</p>	<p>1. Provided in previous sections</p> <p>2. Provided in previous sections</p> <p>3. Provided in previous sections</p>
Instituting a system for measuring changes in instructional practices resulting from professional development	<p>1. CCL will provide a system for teachers to identify changes and improvements in instruction relative to UbD and formative <b>assessment.</b></p>	<p>1. August 2012 - June 2014</p>	<p>1. No cost</p>

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 budget provided for grant
	<p>2. Scheduled collection of lesson plans, teachers' video taped lessons and the use of data collected by iTouchs during administrative walk-throughs will document consistent use of UbD planning format, SIOP Strategies, formative assessment, etc.</p> <p>3. Weekly status meetings facilitated by two coaches will examine student achievement data and student work to monitor progress and identify areas in need of improvement regarding the implementation/use of UbD, SIOP, and technology.</p> <p>4. Use of data "dashboard" to correlate student academic performance, attendance, and behavior in an effort to monitor student and teacher growth and guide instructional practices.</p> <p>5. RTTT Middle Level Network Team will meet with administrators, SLT and other teams to assist with data analysis and its use in coaching and modeling of effective planning, instruction and use of target interventions.</p>	<p>2. September 2011- June 2014</p> <p>3. September 2011- June 2014</p> <p>4. September 2011- June 2014</p> <p>5. September 2011 - June 2014</p>	<p>2. No cost-Cost of iTouch application and Teachscape video cameras covered by the District's TIF grant funds.</p> <p>3. One (1) FTE Instructional Coach \$96,945 (year 1) \$100,169 (year 2) \$103,522 (year 3)</p> <p>As detailed (in the budget narrative, data analysis will be further supported by a Title I funded 1.0 FTE Instructional Coach. See other funding in budget narrative.</p> <p>4. No cost</p> <p>5. RTTT funds noted in District wide budget narrative.</p>

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)
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	<ol style="list-style-type: none"> <li>1. The Redesign Team will select staff based upon the Redesign Plan's staff expectations and interviews conducted by the principal with input from the Redesign Team members. New staff must agree to the Redesign Plan expectations. The hiring process will follow the MOU with the Teachers' and Administrators' Unions (STAISAAS). The District Redesign Panel developed the staffing process for the PLA Schools.</li> <li>2. Teachers will receive ongoing support to improve their skills and will be evaluated annually to determine continued service to the redesign school.</li> </ol>	<ol style="list-style-type: none"> <li>1. The hiring process will begin in April 2011. Staff will be notified of placements by June 30, 2011. Teachers will be placed/hired by mutual consent annually regardless of seniority.</li> <li>2. All evaluations must be completed by April 1<sup>st</sup> each year (2012-2014) so the staffing process for the following year can begin.</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost. The costs associated with training new staff.</li> <li>2. No cost</li> </ol>
<b>Required Activities: Comprehensive instructional reform strategies</b>			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<ol style="list-style-type: none"> <li>1. Three 1.0 FTE Teacher Assistant! Building Subs, who are certified teachers, will be hired to provide quality instruction while grade level teams meet to review progress monitoring data, to align instructional strategies and design appropriate interventions. Coaching and professional development will begin in July 2011 during the summer school</li> </ol>	Three TAiSubs will be hired by June 30, 2011.	<ol style="list-style-type: none"> <li>1. Salary and employee benefits for three (3) Teacher Assistant Building Subs previously noted</li> </ol>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle 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	for grant)
	<p>program and will be ongoing throughout each year.</p> <p>2. Grades 7-8 will loop, having their students for two years to provide ongoing instruction, foster stronger relationships and increased instructional time.</p> <p>3. Extension of the school day by 1 hour. Staff would arrive @ 7:20 am daily to provide academic remediation and enrichment prior to the school day. Additionally, staff would remain until 3:15 pm Monday through Thursday for team and department meetings, academic tutoring, providing supervision for clubs and activities.</p> <p>4. Monthly, after school department meetings resulting in vertical alignment in curriculum and ongoing data analysis.</p>	<p>2. Beginning September 2011 through June 2014 in order to provide improved programming for students.</p> <p>3. Beginning in September 2011</p> <p>4. Beginning in September 2011 and ongoing through 2014</p>	<p>2. No cost</p> <p>3. Teachers' extensions of service and employee benefits previously listed on page 7.</p> <p>4. Teachers' extensions of service and employee benefits previously listed on page 7.</p> <p>Who will attend the weekly status meetings mentioned in #3 on p. II? How will the student data be analyzed (individually, by grade, by subject, etc.)? How and when will strategies to address identified needs of individual students be implemented? Weekly status meetings will be</p>

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			<p>attended by the team administrator, guidance counselor, instructional support staff/person assigned to the team and Stajr</p> <p>Student data will be monitored by a review of Acuity/SRI/State Assessment Data as well as individual teacher assessments and student work.</p> <p><b>Why hire TA's as subs? How long are meetings, how often? (p12)</b></p> <p>1/1 Subs are certified teachers who are trained in major dis/riel programs and initiatives to ensure instruction continues at a high level while teachers engage in job-embedded professional development during the school day. 1/1 subs will be used to cover the individual's class while they attend the sessions. TA Subs will have to rotate through the entire staff. Meetings will last approximately 2 hours for each session. When not subbing, TA Subs will be providing targeted AIS for students in need.</p>

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	Costs associated description Budget provided
<p>Promote the continuous use of student data (such as from formative, interim, and summativeassessments)to inform and differentiate instruction in order to meet the academic needs ofindividual students.</p>	<ol style="list-style-type: none"> <li>1. Use of a data "dashboard" to house and integrate all school and student data for use in monitoring student and teacher growth and fidelity to the implementation of the Redesign Plan. Instructional staffwill implement predetermined valid assessments which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas. Data will include, but not be limited to: Acuity, SRI, Wilson, Fast Forward, Formative Assessment, Math Benchmark assessments, progress monitoring tools, behavior, attendance and NYS assessments results.</li> <li>2. The SLT will conduct quarterly reviews of assessment data which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas.</li> <li>3. Instructional Coaches, grade level team members and administration (with support from District ESL and special education specialists) will meet weekly to review progress monitoring data and identify areas in need of</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning September 2011</li> <li>2. SLT data reviews will be completed and presented at the beginning of each marking period beginning in November 2011-June 2014</li> <li>3. Ongoing throughout each year, 2011-2014 with training beginning in summer 2011</li> </ol>	<p>1-4. No costs above those previously noted in this document (such as use ofTA subs and the cost of professional development)</p> <p>Salary and employee benefits for one (1) FTE Literacy Instructional Coach to support frequent data analysis and the design of appropriate interventions (cost detail provided on page 10).</p> <p>As noted in the budget narrative, the District's general fund will be used to provide a .5 FTE Instructional Coach to provide instructional support at Grant Middle School.</p>

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the pre-improvement and why	Resources provided
	<p>improvement.</p> <p>4. Formative assessment strategies and a review of student work will be used to implement immediate and targeted instruction to address student learning needs.</p> <p>5. PBIS committee, consisting of SLT members, faculty and parent volunteers and a newly hired Behavioral Specialist teaching assistant, will examine discipline data monthly to identify behaviors that interfere with student progress. They will work closely with other staff to design Tier 2-4 interventions.</p> <p>6. Administration will review staff attendance, student achievement and walk-through data monthly to determine the quality and fidelity of implementation of the overall instructional program.</p>	<p>4. Ongoing throughout each year, 2011- 2014 with training beginning in summer 2011</p> <p>5. Training ,development of a PBIS plan and implementation begins fall 2011 and continues through 2014</p> <p>6. Walk-throughs begin September 2011 and continue monthly throughout years 1-3</p>	<p>5. Supplies for PBIS incentives: \$5,000 per year, for a three year total of \$15,000.</p> <p>Salary and employee benefits for 1.0 FTE Behavioral Specialist (teaching assistant): \$49,427 (year 1) \$50,750 (year 2) \$52,126 (year 3)</p> <p>The salary and employee benefits of a 1.0 FTE PBIS Coach to support implementation of PBIS in Tier I, II and III buildings are included in the FS-10 and District-wide budget narrative.</p> <p>6. The iTouch APPR application to collect walkthrough data cost will be covered by the TIP grant funds</p> <p>How often will SLT and Redesign Team communicate? <i>The members of the redesign team and SLT will merge into one committee and will meet on a bi-</i></p>

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	Describe with the [redacted] provided
			<p>mon/hl}' basis.</p> <p><b>There are no teachers/leaders from Grant on the Redesign Team.</b></p> <p><i>Two of the four current members of the Grant redesign team were members of the SLT</i></p> <p><b>What about students with IEP's?</b></p> <p>(pIS)</p> <p><i>Answered earlier./ Would be same as implementation for students needing AIS and ESL services. ELLs currently have individual learning plans. LLPs for students who are scoring at 1 or 2 levels on State Assessment rubrics.</i></p> <p><b>Who is on the Internal Site Review Team, how was this decided and what experiences do they have with curricular issues? (pIS)</b></p> <p><i>Director for School Reform, Director for Curriculum and Staff Development, Director for Middle Level and High Schools and the Coordinators for ELA, Math, Social Studies, and ESL. In addition there will be other school administrators participating.</i></p> <p><b>What are the expectations for administrators for informal walk-throughs, how often? Is daily a reasonable expectation, as listed on page 5? Feedback? (p16)</b></p> <p><i>It will be the expectation that administrators go into classrooms on a daily basis – Feedback will be both formal and informal. Data will be collected using specifically designed</i></p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle School

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			<p>software on each administrator's iTouch and well as the iPads in central office staff so the data from all walkthroughs done by school or central office administrators will be collected, organized and ready for use during instructional conferences. In addition, central office staff will have access online and will be able to review the data at anytime assisting in the monitoring of the school.</p> <p>What is the job description for the Behavioral Specialist (teaching assistant) mentioned on p. 15? Behavioral Specialist/Dean of Students will work closely with those students who frequently miss classes due to behavioral concerns. The Behavioral Specialist will elicit the support of the family and outside support to help redirect inappropriate behaviors thereby keeping the child in school and in class.</p> <p>Is the PBIS coach on p. 15 the same position as Facilitator for PBIS (LEA job description)? If not, what is the job description? If so, why is grant writing not included in job description? Facilitator for PBIS is District wide. PBIS Coach at Grant will ensure that positive behavioral interventions and supports are articulated to the students and staff as well as</p>

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			<p>implemented. Coaching of staff and assisting them in creating a collaborative and engaging classroom culture will also be a role. PBIS is their primary responsibility, but this staff member will also work with the District's limited programs office to identify possible grant; that could be written for Grant in alignment with the redesign plan.</p> <p><b>What lessons have you learned from previous years of PBIS? How will this year be different? What data will you use to judge effectiveness of PBIS this year?</b></p> <p>The PBIS model at Grant for the 2011-10/2 school year will follow the model which has been in place at Lincoln Middle School and experienced tremendous success. Since the new principal at Grant was the principal at Lincoln until this new appointment, he has firsthand knowledge of its implementation. In addition, the plan called for the establishment of a BEST program within Grant ensuring quality instruction if students are referred as an alternative to homebound or out of the school placement.</p> <p><b>What is specific plan for AISIS?</b></p> <p>District- SES providers will be sent the regular information and guidelines in October and will provide services from November to May in accordance with NYSED.</p>

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			<p>regulation and our SES coordination by Funded Programs personnel. The District was approved as an SES provider. AIS will be built into the school day and afterschool programs. The master schedule allows for the scheduling of tutoring.</p> <p><b>Who will be monitoring progress of ELL?</b> (p17) What will that process look like?</p> <p>ESL staff: Field Coordinator for ESL and Foreign Language; principal; instructional coach.</p> <p>All parties will review assessment data, student work and delivery of instruction to ensure student success. Additionally, all ELL students have Individual Learning Plans that will be monitored for achievement at status meetings and quarterly by building and district personnel.</p> <p>What support staff are available to ELL and LEP students when they are in mainstream classrooms and when they are in ELL classrooms?</p> <p>Support staff will be limited but will be inclusive of TA subs when not involved in staff development as well as student mentoring and support.</p>
<b>Permissible Activities: Comprehensive instructional reform strategies</b>			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on	I, The District Internal Site Review Team will conduct two site reviews, Results of the site reviews will be shared with the	I, I" site review will be conducted by December 15, 2011 and the 2 <sup>nd</sup> by April 1, 2012; recurring in 2013, 2014	1. No additional costs

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student achievement, and is modified if ineffective	<p>SLT. Based on these findings the SLT will determine necessary focus areas for professional development, Collaborative Coaching, and administrative walk-throughs.</p> <p>2. Directors of Middle Level and School Reform will conduct walk-throughs and monitoring meetings with the school principal and SLT.</p> <p>3. NYSED will conduct 2-3 site reviews the results of which will be shared with staff and the Redesign Plan modified if necessary to address concerns.</p>	<p>2. Monthly walk throughs beginning October 2011</p> <p>3. TBD by NYSED officials</p>	<p>2. No cost</p> <p>3. No cost</p>
Implementing a school wide "response-to-intervention" model	<p>1. PBIS will be implemented in the school, with training provided to teachers and supported by the school's internal PBIS Coach/Grant Writer. School-wide academic and behavioral interventions will be identified for Tiers 2, 3, and 4 following 4-Tier Framework guidance from the District and student data analysis. PBIS Coach will also explore additional grant opportunities for the school.</p> <p>2. Ongoing data analysis and progress monitoring will provide</p>	<p>1. PBIS training will begin fall 2011; ongoing through 2014</p> <p>Appropriate interventions will be identified by the interim of the first marking period, 2011, and used throughout 2014</p> <p>2. Weekly, beginning at the interim of the first marking period at student status meetings; ongoing through September 2011-June 2014</p>	<p>1. Salary and employee benefits for 1.0 FTE Internal PBIS Coach/ Grant Writer: \$96,945 (year 1) \$100,169 (year 2) \$103,522 (year 3)</p> <p>2. No cost</p>

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	Describe with the should narrative for grant
	<p>us with information regarding student progress so they will receive appropriate interventions.</p> <p>3. Tier I instruction will include UbD and Formative Assessment to ensure that 80% of students are making significant progress in Year I with the additional of SLOP strategies in Years 2 and 3.</p> <p>4. CCL will be used to support implementation at all tiers.</p>	<p>3. Beginning in September 2011 - June 2012</p> <p>4. Training will begin in summer 2011 supported by Coaches - June 2012</p>	<p>3. No cost</p> <p>4. No cost</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>1. Tier I instruction will include UbD (year one and ongoing) SLOP (year two and ongoing), and Formative Assessment (year one and ongoing) to ensure that 80% of students are meeting benchmark requirements. Interventions will include Just Words, Wilson Reading, and Fast ForWord.</p> <p>2. CCL will be used to support Tier I instruction.</p> <p>3. Teachers will develop an Individual Learning Plan for each ELL student that will be monitored regularly to measure achievement of ILP goals.</p> <p>4. ELL students will be scheduled by English language proficiency to provide sheltered academic instruction in core subjects.</p>	<p>1. UbD training July, August 2011. Continuation of Formative Assessment in summer 2011 and ongoing throughout 2011-12.</p> <p>2. CCL training begins summer 2011; ongoing in Years 1-3</p> <p>3. Beginning in September 2011 and ongoing</p> <p>4. Beginning September 2011 and ongoing</p>	<p>1. Just Words teacher materials \$14,340 per year.</p> <p>2. Summer extension of service for CCL professional development previously noted on page 7.</p> <p>3. No cost.</p> <p>4. No cost.</p>

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	I v s r f nd budget provided
Using and integrating technology-based supports and interventions as part of the instructional program	<ol style="list-style-type: none"> <li>1. Technology will be upgraded in the building, providing an additional lab for technology-based interventions (Fast ForWord), and assessments (SRI, Acuity).</li> <li>2. Classrooms will be equipped with projectors and document cameras to support differentiated instruction.</li> <li>3. Three portable SmartBoards will be purchased to ensure each team has access to for ongoing technology-based learning.</li> </ol>	1-3. Purchases and updates must be completed by August 2011 to allow for implementation in September/October 2011	<ol style="list-style-type: none"> <li>1. Equip a computer lab to accommodate 30 students (includes software, printer and computer supplies): \$38,295 Computer lab (see budget narrative for computer lab breakdown).</li> <li>2. Cost of laptops, document cameras and projectors for all staff classrooms previously noted on page 9.</li> <li>3. Portable Smartboard and associated computer costs for 3 years (amount below is per year cost): Smartboards (3): \$12,042 Computers &amp; software (3): \$2,880</li> </ol>
In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning	<ol style="list-style-type: none"> <li>1. Students will have the opportunity to earn high school credit in Art, Spanish and Algebra.</li> <li>2. All teachers of grades 7-8 will be mandated to utilize AVID strategies in their classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. High School credit to be awarded June 2012 upon successful completion of exams.</li> <li>2. AVID strategies will occur in September 2011- June 2014.</li> </ol>	<ol style="list-style-type: none"> <li>1. No costs</li> <li>2. \$5,000 for AVID materials (binders, pencil pouches, dividers, printed materials)</li> </ol>

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opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;				
In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies	<ol style="list-style-type: none"> <li>1. Creation of a 6 grade orientation program for feeder elementary schools, implementing a school visitation day for students.</li> <li>2. Establish a parent/student orientation meeting for parents of incoming 6<sup>th</sup> grade students.</li> <li>3. Summer Bridge program for rising ninth graders to ease transition from middle school to high school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning in June 2011- June 2014</li> <li>2. Beginning August 2011 - June 2014</li> <li>3. Summer 2011, 2012, 2013</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost.</li> <li>2. Extension of service and employee benefits for 6th grade staff for the parent/student orientation meeting. \$1,817 (year 1) \$1,889 (year 2) \$1,964 (year 3)</li> <li>3. SLC grant to cover extensions of service for summer bridge program for rising 9<sup>th</sup> graders. See other funds in budget narrative.</li> </ol>	
In secondary schools-- Increasing graduation rates	1. Re-engagement support will be provided by Contact Community	1. September 2011 - June 2014	1. The District's HSGI grant supports contractual costs with	

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 with the action should align narrative provided for grant)
through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills	Services, who will employ a Graduation Specialist to provide case management services as well as assist with creating an Individual Graduation Plan for students who have dropped out.		Contact. See other funds in budget narrative.
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	<ol style="list-style-type: none"> <li>1. Use of the data "dashboard" and weekly team meetings to identify students at risk of failing and design appropriate interventions.</li> <li>2. Work with elementary and high school feeder administrators to establish a transition plan and continuum of instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data dashboard will be created by August 2011; training in August 2011; full implementation in September 2011</li> <li>2. Begin work with elementary and Fowler/Henninger SLT in fall 2011 to plan for summer programming for rising 8<sup>th</sup> grade students as well as those entering Grant each year.</li> </ol>	<ol style="list-style-type: none"> <li>1. No additional costs</li> <li>2. No cost for transitional programming for elementary students. The District's Smaller Learning Communities SLC grant currently funds summer bridge programming for incoming 9<sup>th</sup> graders. See other funds in budget narrative.</li> </ol>
<b>Required Activities: Increasing learning time and creating community-oriented schools</b>			
Establish schedules and strategies that provide increased learning time	<ol style="list-style-type: none"> <li>1. A 7 period, 48 minute-per-period schedule will be used in grades 6-8 to ensure each student will be provided instruction in each content area daily.</li> <li>2. Students will be scheduled by homerooms to establish cohesive</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning September 2011</li> <li>2. Beginning September 2011</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> </ol>

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 with the action (descriptions should align with budget narrative and budget for grant)
	<p>groups that travel together and share a common schedule.</p> <p>3. A master schedule will be designed to allow common planning times for teams to support the implementation of UbD, CCL, best practices, and to meet weekly to analyze data to foster instructional collaboration among staff.</p> <p>4. Each grade level team will define, design and implement a service learning project during the school year.</p> <p>5. Provide summer academic instruction as part of the District's UTC summer programming</p>	<p>3. Beginning September 2011</p> <p>4. Beginning September 2011 -- June 2014</p> <p>5. Each summer through 2014, beginning July 2011</p>	<p>3. No cost</p> <p>4. Supplies for service learning project: \$3,000 per year</p> <p>5. As noted in the budget narrative, Title I funds will support teachers' compensation to provide summer academic support.</p> <p><b>How will you ensure transitions do not allow for loss of instructional time?</b></p> <p><i>Implementation of a specific traffic flow where students are escorted to their next class by group in a "train system" Routines and expectations will be set in September. Teachers will be expected to be at their doors assisting with students being in class on time. The behavioral specialist will assist in changing behaviors in this area for repeat offenders.</i></p>

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>Why split the extra hour of instruction by 15 minutes before school and 45 minutes after school? Will 15 minutes be sufficient to accomplish anything with middle school students in the morning? What will that 15 minutes look like (p.23)?</p> <p>15 minutes prior to the school day will enable students to go to targeted AIS groups from 7:31J – 8:11J daily. Staff members will work with students on organizational skills, assist with unanswered homework, provide LIS and academic advisement.</p> <p>How will AVID instruction be coordinated with and supported by all teachers (PO)? What percentage of AVID Instructor's time will be spent on AIS? AVID strategies will be implemented school wide. The AVID instructor will provide AVID support for accelerated courses.</p>
Provide ongoing mechanisms for family and community engagement	<p>1. A parent website linked to school web page will be developed and maintained by the middle level technology class, serving as both a service to the parents as well as a rigorous and relevant learning task for students.</p> <p>2. E-school provides parents with ongoing access to student attendance and academic</p>	<p>1. Beginning in October 2011- June 2014</p> <p>2. Beginning in September 2011 - June 2014</p>	<p>1. No costs</p> <p>2. No costs</p>

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 pro for grant)
	<p>progress. Parents will be provided training in the use of the Parent Access Center.</p> <p>3. Hire a Parent Liaison/ School Program Coordinator to coordinate all family involvement events, develop an actively engaged Grant PFO. Liaison would work closely with the District's Parent Partnership Network to strategize ways to improve home-school communication and improve attendance. Coordinator will also work with school staff and families to remediate issues causing poor attendance and tardiness. Develop and implement procedures to ensure improved student attendance</p> <p>4. Monthly PFO seminars will be offered to address parent interests/needs and allow for collaboration in the development of a sustainable learning community.</p> <p>5. A quarterly newsletter will be mailed to parents to inform them of events happening within school to promote a more cohesive parent-school community.</p> <p>6. Quarterly Family Curriculum Nights and quarterly honor roll</p>	<p>3. The hiring process will begin in May 2011; new staff will be in place by September 2011</p> <p>4. Beginning September 2011; ongoing through 2014</p> <p>5. Beginning September 2011; ongoing through 2014</p> <p>6. Beginning September 2011; ongoing through 2014</p>	<p>3. Salary and employee benefits of a 1.0 FTE Parent Liaison/School Program Coordinator: \$82,527 (year 1) \$85,175 (year 2) \$87,929 (year 3)</p> <p>4. Title I funded parent involvement activities: \$5,000/year. See other funding in budget narrative.</p> <p>5. \$1,000 for postage</p> <p>6. Refreshments: \$5,000/year</p>

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>breakfasts will engage parents in academic activities as well as community-building.</p> <p>7. Increase participation in National Junior Honor Society by conducting annual recruitment activities, induction ceremonies, and community service activities.</p>	<p>7. Beginning September 2011 - June 2014</p>	<p>7. NJHS supplies: \$1,000/year</p> <p>What is the partnership w/SU? (p23)  <i>Syracuse University Gear-Up program provides students with after school/tutoring and mentoring.</i>  Is AIS only offered after school? (p23)  <i>AIS will be offered before school/during lunch/after school and will be imbedded into a teacher's differentiated individual lesson.</i>  Please supply data to support the hiring of a Athletic Coordinator (p24)  <i>Athletic Coordinator/Dean of Students will be responsible for supervision of all athletic competitions as well as work with students from the general population on ensuring appropriate student behavior.</i>  <b>How will an additional secretary fall under this category?</b>  <i>Attendance secretary will be able to assist in the recording of all information needed for PBIS; student behavioral records and daily student attendance for a particular grade level. This person is responsible for making daily calls home for students who are not attending school.</i></p>

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>What will happen to students that would have needed an alternative placement in Grant? (p25)  <i>The plan includes an ;n house multi graded Better Expectations Starting Today (BES'7) programfor students who need to be removed from the traditional setting. Students can he assigned/or a specific time period with consultation with the parent. Students work their way back into the regular environment throughpositive academic and behavioral peJjormance while in the program.</i></p> <p><b>Who will monitor and evaluate Parent Liaison'!</b>  <i>Principal</i></p> <p><b>Is uniform policy new? If so, why the change?</b>  <i>UHi/arm Policy is new - Why' -- To create unil)' and a togetherness at the "New Grant Middle School"</i></p> <p>What changes will be made to student conduct code for this year'!  <b>How will they be communicated to students and parents?</b>  <i>The rules will be strictly enforced by the new administration. This will be commmicated in a new student orientation, student behavioral assemblies, schoof news letters and Parent Teacher Organization meetings. This will also be in the Student Handbook (md expectations will be shared with parenfs through newsletter and posting on the school</i></p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle 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	Estimation of costs associated with the action (description of action, how it aligns with budget, and budget provided at)
			<p>website.</p> <p>Costs should decrease by yr 2 (p25)  <i>Costs should remain the same as students will grow out of clothing, clothing will wear and there needs to be a constant supply for new students who enter the school at various times of the year. Parent would be able to purchase additional shirts if they request.</i></p>
<b>Permissible Activities: Increasing learning time and creating community-oriented schools</b>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	<ol style="list-style-type: none"> <li>Grant SLT will explore engagement with potential community partners to support the instructional program within the school.</li> <li>Grant will continue its relationship with Liberty Partnership Program (LPP) with LeMoyne College to provide after school tutoring.</li> </ol>	<ol style="list-style-type: none"> <li>January 2012 - June 2014</li> <li>September 2011 - June 2014</li> </ol>	<ol style="list-style-type: none"> <li>No costs.</li> <li>No costs.</li> </ol>
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Grant will provide 15 minutes of before-school and 45 minutes of after school academic and enrichment programming for students in need of academic intervention.	October 2011 - June 2014	Cost previously noted on page 7.
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral	I. Implement Positive Behavioral Interventions & Supports (PBIS), a system that offers incentives for positive student engagement. The	I. August 2011 - June 2014	1. Cost of PBIS Coach/Grant Writer FTE previously mentioned on page 16.

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 with the action should align narrative and for grant)	Costs provided
supports or taking steps to eliminate bullying and student harassment	<p>school will hire a full-time PBIS Coach/Grant Writer to provide training and monitoring of PBIS implementation. The SLT PBIS Team will design, implement, and evaluate PBIS protocols on a monthly basis with the input of new staff and administration. Coach will also explore additional grant opportunities available to the school</p> <p>2. All students will wear a uniform daily. Uniform consistency will be determined by SLT and administration, and will be offered to parents at the beginning of each school year. Students will be given three (3) uniform t-shirts at the beginning of the school year and parents will be expected to furnish additional uniform shirts not to exceed \$5 per shirt. The PFO and PBIS committee will subsidize the additional costs associated with the amount over \$5 per shirt</p> <p>3. Establish an in-school, multi-grade level (6-8) Better Expectations Starting Today (BEST) program.</p> <p>4. Hire a Dean of Students/Athletic Coordinator to assist with student discipline and coordinate athletic</p>	<p>2. August 2011 - June 2014</p> <p>3. September 2011 – June 2014</p> <p>4. Hiring of staff by August 2011, begin implementing program September 2011</p>	<p>2. Uniforms: \$15,000/year</p> <p>3. Cost of two (2) FTE teachers for BEST program: \$193,890 (year 1) \$200,338 (year 2) \$207,044 (year 3)</p> <p>4. Cost of 1 FTE Dean of Students/Athletic Coordinator \$96,945 (year 1) \$100,169 (year 2) \$103,522 (year 3)</p> <p>5. Cost of FTE Social Worker</p>	

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Grant Middle 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)
	<p>events</p> <p>5. Hire an additional Social Worker to assist with student and family needs as they pertain to the students social and emotional needs in school</p> <p>6. Hire an additional school secretary to assist with school related business and record keeping associated with becoming aPLA school</p> <p>7. Reduce number of students leaving Grant for alternative disciplinary programs through use of the internal BEST class as well as eliminating the number of students assigned to Grant from alternative placements.</p> <p>8. The PFO and SLT will address maintenance issues related to health, safety and security within the school building to improve overall school climate. Money will be utilized to install security cameras, upgraded PA system in the cafeteria, upgrade furniture needs, repairs made to the auditorium seating as well as improve the condition ofthe building not budgeted in the maintenance budget.</p>	<p>5. September 2011</p> <p>6. July 201 I-June 2014</p> <p>7. September 2011-June 2014</p> <p>8. Target date to install security will be August 2011</p>	<p>\$81,165 (year 1) \$83,758 (year 2) \$86,455 (year 3)</p> <p>6. Cost ofFTE Secretary \$53,027 (year 1) \$54,495 (year 2) \$56,021 (year 3)</p> <p>7. Cost of teachers for BEST program listed on page 23.</p> <p>8. Costs budgeted for maintenance upgrades (ex; repair, replace <b>furniture, security cameras,</b> upgrade PA system etc.) \$35,000 (year 1) \$50,000 (year 2)</p>

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Timeline when the action will begin during the grant period (actions taken during implementation period), at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Expanding the school program to offer full-day kindergarten or pre-kindergarten	Grant has had and will continue to have a full day prekindergarten program housed in its building which serves neighborhood four year olds.	September 2011-June 2014	UPK funding and District general funds
<b>Required Activities: Providing operational flexibility and sustained support</b>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<ol style="list-style-type: none"> <li>1. Provide new job descriptions and opportunity to hire new staff. New staff must be hired following MOA with STAISAAS.</li> <li>2. Grades 6-8 will have the same middle school schedule to provide vertical alignment within the middle level</li> </ol>	<ol style="list-style-type: none"> <li>1. April 2011 to begin recruitment of new staff to meet the requirements of the redesign plan.</li> <li>2. Begin September 2011-June 2014</li> </ol>	<ol style="list-style-type: none"> <li>1. No costs. The cost to train new staff is included in the professional development costs</li> <li>2. No costs</li> </ol>
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)	<ol style="list-style-type: none"> <li>1. A District Office of School Reform (OSR) will support support all Tier I, II and III schools and will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.</li> <li>2. District trainers for Formative Assessment, UbD, CCL, SIOP, e-school, and Fast ForWord will prioritize the three Tier I and II</li> </ol>	<ol style="list-style-type: none"> <li>1. The OSR is established and operational.</li> <li>2. Beginning July 2011 and continuing through 2014 to ensure implementation of the redesign plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. The operating costs of the Office of School Reform are supported by the District's Cohort I PLA budget.</li> <li>2. No additional costs above those already noted in this document What about Network Teams,</li> </ol>

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)
	PLA schools in the scheduling of professional development offerings.		<p>SEQA, BETAC?</p> <p>The Network Teams will provide ongoing assistance in the use of data to inform instruction and will provide targeted coaching to improve targeted instruction to increase achievement. SED's special and ESL divisions work closely with the central office departments to improve teaching and learning in those areas. We understand and will access the support of both SESIS and IBETAC in implementing programs/or these special populations.</p> <p>The SLT was established two years ago, if the school is to run under new governance, should membership change? (p26)</p> <p>Members of the redesign team who are not already SLT members will join the team for the first year of the implementation of the redesign plan to ensure understanding of and fidelity to the plan, Following the teachers' contract language, members of the SLT for the 2012-13 school year will need to be elected by their peers.</p>
<b>Permissible Activities: Providing operational flexibility and sustained support</b>			
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	SLTs were contractually established 2 years ago Districtwide as the shared decision making body of the school. The SLT is composed of the administrative team plus elected Unit 1 members. The SLT has 3 sub-	Ongoing with the Redesign Team members who stay at Grant Middle becoming part of the SLT for the 2011-12 school year.	The District's general fund budget and Title I STEM/ELA/PD/Leadership grant covers the cost of teachers' extensions of service and employee benefits for the SLT to meet outside of school hours. see

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle 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)
	committees by contract: Professional Development, Labor/Management, and Discipline. These 3 subcommittees align with the major facets of the Redesign Plan and will be actively involved in the analysis of data and recommendations for improvement. SLT's primary responsibility is to develop, implement and monitor the Comprehensive Education Plan (CEP) which will incorporate all tenets of the Redesign Plan.		budget narrative other funding).
Implementing a per-pupil school-based budget formula that is weighted based on student needs	The District will ensure that all funds targeted to PLA schools will be allocated as outlined in this plan as well as other funding sources noted in the SIG application.	The District has already begun funding the PLA schools by incurring costs of the Redesign Team members' stipends at \$2,000 per member.	To be determined
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	Partners will include, but not be limited to: Say Yes to Education, Syracuse University and other community-based agencies and IHEs.	<i>Say Yes activities continue throughout the year and will be available beginning in July 2011 through June 2014. PBE meets monthly to coordinate activities in specific schools and Districtwide. therefore specific dates are not available at this time. It will be the responsibility of the SLT to coordinate activities and the administrators will decide which organizations/partners will enhance student achievement.</i>	No additional costs How were Say Yes and SU selected? <i>Say Yes is a joint project between Su. the Say Yes To Education and the District. The District is implementing the Say Yes Theory of Action District wide K-12. This includes extended year, extended day, access to health and mental health, legal clinics and college tuition for all of our graduates.</i> <b>"Other community-based organizations" and "local IHEs" are mentioned as</b>

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 project for grant)
			<p>partners on page 29. Who are these partners specifically? What will they do? Why and how were they selected?</p> <p>Partner for a Better Education is a collaborative group of representatives from SUNY ESF, LeMoyne, SUNY Oswego, SU and the District. These colleges have been focused on assisting the district over the past 5 years and can be called upon to align their resources to meeting our needs including professional development, work with students such as supporting NSBE clubs and others. college visits and special events.</p>
Permissible Activities			
Description of when each required action will occur during the grant period, and why at that time			<p><b>Any credit recovery available?</b> The district is currently conducting a selection process to adopt an online credit recovery system for grades 6-12 for the 2011-12 school year. Grant will have access to that system and will ensure access before and after school, at home, and/or embedded into the school day.</p> <p><b>What about attendance &amp; suspension rates?</b> The attendance will be closely monitored by the administrators and the staff, with ease using the data dashboard. The additional staffing of a social worker, Dean and Parent Liaison will provide support for students identified as</p>

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Grant Middle 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 the action with the a should all narrative for grant
			chronically tardy or absent. In addition all SCSD school will have a mental health professional as a member of their pupil service team through our Promise Zone grant that can also work with identified students who need support in this area when appropriate. <b>Student engagement and DI</b> Obviously you cannot improve instruction without addressing student engagement and differentiated instruction. Student engagement and DI have been addressed numerous times throughout this application. (jbd, SIOP and PBIS will change planning and instruction. PValkh'oughs, instructional conferences, view of plan books and increased student achievement will be used to monitor these areas.
Milestone actions for selected model will occur in 2010-2011 school year.			More specific timelines are necessary for most activities listed. A start and end date was provided for each activity.
Description of changes LEA may make to practices or policies to facilitate implementation of models			How often will district level staff, PD coaches visit Grant MS? Tentative schedules for visits will be set in the Summer. Minimum of weekly visits.

APPENDIX B: SCSD Implementation Plan for the Transformation Model at Grant Middle 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	Estimated costs associated with the action and the budget provided
			<p>How is the district changing transportation to support extended school day (before school and after school remediation)? <i>Centro IORells will be available to students who need bussing.</i></p> <p>Why is there a prekindergarten program in this building? <i>There is no transportation aid for pre-k students so the district placed students in neighborhood schools: elementary, R-8 or middle to ensure access for families.</i></p> <p>How will the new school schedule affect that program? <i>Provide time for AIS with the school day by the students' teachers.</i></p> <p>What criteria will be used to evaluate RtI 4-Tier Framework? <i>Who will monitor (title) and what will that process look like? It is the responsibility of all teachers, support staff and the administrators to monitor implementation of the 4-Tier framework which is the foundation of the district's RtI model. Staff has access to live data on the dashboard and benchmark assessments will be added as they are developed and</i></p>

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	Timeline (description of when the action will be implemented and resulting data will be monitored by the pupil services team as part of the Promise Zone grant as well as the PLA Redesign Plan. The RTTT Network Teams will be instrumental in providing data analysis to the Grant leadership to not only ensure progress monitoring but to assist in determining if a particular intervention is working or another needs to be implemented. What is district policy/expectations on teacher use of data dashboard? It is the District's expectation that the teachers use the dashboard regularly. Once the new quarterly benchmarks are identified and implemented the results will be uploaded within days giving the teachers immediate data to inform their instruction. Coaches and the RTTT Network Teams will train teachers how to dig deeper into the data to plan for differentiated instruction and to progress monitor, filling in instruction as needed.

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Grant Middle 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	costs associated (if any) for budget budget provided
Description of costs associated with each action (description should align with budget narrative and budget provided for grant)			There are many new positions and several of them have some administmtive function. What will the school hierarchy look like (please provide an org chart)? <i>See attached</i>

New York State Education Department  
LEA School Improvement Grant Application  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Cost ofImplementation 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
\$6,182,021	\$5,455,856	\$726,165

APPENDIX B: TRANSFORMATION MODEL

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.

The attached budget narrative provides detail on how each activity identified in the above Transformation Model chart will be funded with 1003 (g) funds. The budget narrative also identifies some of the other resources (Titles I, II A, II D, III A, Smaller Learning Communities, High School Graduation Initiative) that will support and sustain the interventions after the grant ends. The District will be submitting an application for a federal Advanced Implementation Initiative that would provide targeted research-based strategies to students in grades 6-12. Planned activities may include: online Regents preparation and tutoring; development and implementation of online AP courses; expanded summer bridge programming; and ongoing professional development of teachers to increase rigor in all classes, not just the college-level classes.

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.

The District has been working collaboratively with the teachers' (Syracuse Teachers Association-STA) and administrators' (Syracuse Association of Administrators' and Supervisors-SAAS) unions for the purpose of jointly developing and supporting the redesign of the four new PLA schools using the Transformation Model. This team jointly developed the Redesign Process, the Redesign timeline, Redesign School Team members posting, the PLA staffing process and a listing of staff expectations for the Redesign School Teams to consider in their planning process (see Attachment A). Obstacles to fully implement the plan would be the delay in funding resulting in a delay of providing staff development this summer.

There continues to be frequent communication between the Superintendent, Deputy Superintendent of Curriculum, Instruction & Assessment, and the STA and SAAS leadership regarding bargaining agreements that may need to be addressed and/or modified as a result of the Redesign Plans. Since the leadership of both STA and SAAS has been kept abreast of the plans through emails, discussions and

attendance at Redesign School Team meetings, a Memorandum of Agreement (MOA) will be developed following the completion of the plans and the District's application to ensure all items are discussed and addressed through consensus. A jointly signed letter with STA and SAAS was developed (see Attachment A) which states their willingness to continue to work together to find solutions including modifications/waivers to the current contracts in order to support the successful implementation of each Redesign Plan. We are confident that working together, we will be able to remove contractual impediments to ensure the success of the Transformation Model's in our four (4) new PLA schools.

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

The District will:

- Fully support the extended day and year resulting in increased instructional time for students.
- Create, implement and monitor the use of data to drive improvement in teaching and learning, as well as to evaluate program implementation with the support of the RTTT Network Team.
- Use the growth model as one of the measures for teacher and administrator evaluation and incentives with the support of the TIF project.
- Provide embedded professional development aligned with the Redesign Plan and supported by assigned coaches
- Fully mandate and monitor the 4-Tier (Rt!) Framework with identified interventions and to monitor progress and fidelity of implementation of the interventions.
- Engage parents by strengthening PTSAs, providing training for parents and encouraging the use of the Parent Portal that allows parent access to their children's academic, behavior and attendance records electronically so they can monitor progress and identify areas of concern.
- Ensure the SCSD Office of School Reform facilitates monitors and holds schools accountable for the implementation of their Redesign Plan.
- Partner with Say Yes to Education and other community-based organizations and local Institutes of Higher Education to support, enhance and provide additional services.

## Grant Middle School

