

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.

LEA: Syracuse City School District

NCES#: 3628590

School: Corcoran High School

NCES#: 362859003850

Grades Served: 9-12

Number of students: 1,387 —

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.

Assessment	Data	Findings
<p>The Corcoran School Redesign Team, composed of the Corcoran principal, a middle school principal, teachers from Corcoran and other schools, one community liaison, and three Corcoran parent representatives, reviewed the Corcoran data prepared by the District's Information Technology Division. In addition, the School Leadership Team-SLT (the contractual governance body of the school) used the School data and analyzed to determine gaps between established standards and goals and actual student performance to determine the most critical needs.</p>	<ul style="list-style-type: none"> • New York State Report Card • Attendance records • Credits earned • Incidences of discipline • Team meeting notes • Regents scores • College enrollment • Types of diplomas earned • Gates McGinty Reading Test scores • Comprehensive Test of Basic Skills (CTBS) in mathematics scores • NYSESLAT Data • IIT Report • Data Dashboard • SRI Report • AIR Report 	<ul style="list-style-type: none"> • The graduation rate for the 2005 cohort was 58% after four years and 62% after five years. This is below State or local standards. This statistic folds in a dropout rate of 6% (JIT report) due to the formula the State uses. Target groups: Black/African American, White, and Students with Disabilities. • Achievement on required NYS Regents exams indicates that students are not prepared to meet State standards on State Benchmark assessments. Targeted groups include: ELA - students with disabilities, Mathematics- Black or African-American, Students with Disabilities, economically disadvantaged • The percentage of students receiving a Regents diploma is 47% and the percentage

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

	<ul style="list-style-type: none"> American Institute of Research (AIR) Annual School Profile Pathways Report 	<p>of students entering 4-year colleges is 50%.</p> <ul style="list-style-type: none"> Student attendance of90.5% is slightly lower than the expected student attendance rate of95% and the District average of94% . Teacher attendance rate is slightly lower than expected at 91 %. Student tardiness remains an issue based on eSchool data. The average reading level ofall incoming ninth graders is 7.5 The average math level of all incoming ninth graders is 6.6
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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; employ a 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 monitor progress; 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.

It is critical to alter the instructional program to include all students expanding the IE Program and the Johns-Hopkins Talent Development program as recommended by the JIT review (December 13-162010).201012011 all incoming ninth graders average a 7.5 reading grade level and a 6.6 math grade level both based on the Gates McGinty reading test and the Comprehensive Basic Skills Test in Mathematics.

Achievement levels on required NYS Regents exams indicate a need to improve instructional practice, and provide supports to build readiness for all students to successfully participate in required coursework and engage in rigorous advanced, college-level courses. In meeting this goal, Corcoran will employ the following strategies:

- Create a Ninth Grade Academy that will include Talent Development, Pre-IB, and AVID classes for ninth graders and create pathways into two Smaller Learning Academies.*
- Introduce flexible looping within' our Ninth Grade Academy, such that students will remain with core teachers for the equivalent of the first two years of high school through semester classes every day.*

How will the flexible looping be accomplished?

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

IVinlh grade classes will be split into three categories: Regents, Enriched. and Honors. Regents and Enriched classes will be semeslered in the subjects of math (TAM 10 Algebra, Freshman Seminar to Economics and Government, StrategiC Reading 10 English 9). This will enable students to remain with the same teacherfor the equivalent of two years in those classes where additional support is required Note students are NOT labeled across subject areas. A student may take HOl/ors English 9 and also semestered Math.

- *Provide added support and enrichment throughflexible class time, and extended learning time (before and after school, Saturdays.)*
- *Administrators and teachers will commit to employing the use ofData Driven Instruction, Understanding by Design along with Collaborative Coaching, and differentiated instruction in daily instruction. Through Response to Intervention (RTI) individual learning plans will be developedfor each student, Positive Behavioral Interventions and Supports (PBIS) will be implemented school-wide.*
- *Teachers will be guided in their instruction through team, department, and grade level content meetingsfocusing on interim assessments, analysis ofassessment data, and strategiesfor re teaching based on assessment data analysis.*
- *Expand and refine the use oftechnology in the classroom by making technology available andproviding trainingfor teachers in the effective use oftechnology*
- *Provide training for administrators and teachers in Data Driven Instruction, Understanding By Design and Collaborative Coaching, Differentiated Instruction, RTf, PBIS, and technology.*

Continue to increase the number of Regents diplomas and students being accepted to and attending four-year colleges by expanding the number of students who participate in rigorous, college preparatory and early college courses.

- *Continue to strengthen, expand, andprovide trainingfor instructors teaching college-level courses (IB, SUPA, SUNY, andAP).*
- *Prepare more studentsfor rigorous course work and dual credit college courses that willprepare them to be college ready.*
- *Offer supportfor high level coursework through:*
 - ✓ *Advancement Via Individual Determination (AVID)*
 - ✓ *Say Yes to Education Tutoring*
 - ✓ *Hillside*
 - ✓ *Upward Bound*
 - ✓ *Liberty Partnership Program*
- *Provide career and college explorations through the SLC counselor to provide motivationfor settingpost-secondary goals.*
- *Suspension data, decreasing attendance, and social problems ranging indicate a needfor social services.*

Staff positions including the addition of:

- *2 Student Affairs/Attendance Deans will be added to support students*

What are the specific roles of Student Affairs Deans? *Deans will work within the academy structure to implemell/ PB/,S strategies, address attendance and tardy referrals, assist with academic eligibility reporting, make initialparent contacts when appropriate, support the attendance teams, refer studenrs to appropriate staj!,within the building when necessary for additional support or services, and support before and after school events.*

Will they share the responsibilities of an assistant principal? *No, Vice principals will primarily supervise and evaluate instmction, assure appropriate academic program implementation, and monitor slUden/progress.*

How is the role of SIM different than that of an assistant principal? *The SIM will perform duties associated with student transportation logistics, building security/student safety searches, lunchroom supervision, coordination of the attendance office, hallway transition supervision and student behavior referrals including all Superintendent Formal Hearings and school level Informal Hearings. (see attached job description)*

- 1 School Implementation Manager (SIM)
- 2 additional staff positions have been added in the core areas of ELA and MATH, and to provide targeted Regents instruction to students at risk of not graduating.
- 2 half-time instructional coaches
- 2 full time building substitute teachers for CCL

Why has the district decided to hire teacher's aides to substitute for teachers when they are pulled out of the classrooms?

TA Subs are certified teachers who are trained in major district programs and initiatives to ensure instruction continues at a high level while teachers engage in job-embedded professional development during the school day such as CCL. TA Subs will be used to cover the individual's class while they attend the sessions. TA Subs will rotate through the entire staff. When not subbing, TA Subs will be providing targeted AIS/II students in need.

- An automated phone and email system will be installed March 2011 for attendance notification.
- A Graduation Specialist has been contracted through CONTACT as of March 1, 2011 to work with our at risk high school seniors.

How will the role of Graduation Specialist be different than that of a Guidance Counselor?

The Graduation Specialist (GS) is a Case Manager who works with an identified group of students displaying the warning signs of dropping out: poor attendance, failing grades, below proficient levels on State exams and over-aged and under credited. The GS works directly with the Attendance Team, counselors, Deans and academy leaders.

Programs including the implementation and development of:

- RTI (Response to Intervention)
- PBIS (positive Behavior Intervention Service)

What are the criteria for selection to the RTTT membership?

Not sure I understand the question. The RTTT Network Teams will be hired based on the criteria set in the District's RTTT application approved by SED. The Network Teams will be composed of CCL Coaches and Data Analysts who will be working to create benchmark assessments, analyzing data, assisting with curriculum mapping and revisions to the common core, and providing in depth data driven discussions leading to improved instruction and achievement.

With the increased number of PLA schools in the district how will a prioritization of support be determined by central office for schools? How will it be measured?

The Curriculum, Instruction and Assessment (CIA) Division will target assistance to ensure weekly visits to each PLA school to monitor the implementation of the redesign plans. This includes visits by the Director of School Reform, the assigned Instructional Director, content area coordinators, Director of Curriculum and Staff Development as well as visits by the Deputy Superintendent. CIA. Each central office administrator will also use iPads or iPads with walkthrough software to collect data which will be electronically communicated to the

administrative team. Central office administrators will be able to monitor walkthrough data from each of the PLA schools as well as other schools electronically to ensure frequent use of walkthroughs and will use the information along with benchmark and other data to conduct regular data dialogues with the leadership in the PLA schools. In addition, central office administrators will be able to monitor progress through the use of the data dashboard where all benchmark assessments will be available as well as other identified assessment results. The district understands that it must target its limited resources to Tier 1, 2 and 3 schools and to monitor progress and hold staff accountable for student growth.

How will the district ensure the PLA schools are not subjected to significant resource cuts in future budget cycles?

It is impossible at this point to determine cuts in State Aid for the 2012-13 school year and beyond. The District will continue to seek out grant funding to support our neediest schools until the State funding formula is modified to ensure a funding formula for high need urban schools that takes into consideration the needs of our students and the inability or unwillingness of our City to contribute more to the schools. This is not just a challenge for our urban centers in NYS but across the nation as urban districts are asked to do more with less each year.

APPENDIX B: TRANSFORMATION MODEL

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

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Replace the principal who led the school prior to commencement of the transformation model	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.	April or May 2011	\$10,000 stipend per year for the PLA principal. What are the leadership qualities that the Superintendent will use to appoint the administrative team that will implement the transformation plan ? <i>Certificate of Ad'lnCeS Study (CAS) from an accredited College or University; New York State Education Department certification in Educational Administration (School Administrator/Supervisor or School District Administrator); Proven successful experience as an instructional leader; Evidence of effective leadership, organization, communication, information and interpersonal skills; Demonstrated ability to work successfully with students, parents, teachers, NYSED, community members and district level administration in implementing effective, researched-based instructional programs; Ability to act as a change agent in leading the Redesign Team and in implementing the resulting Redesign Action Plan approved by NYSED; Ability to work</i>

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

			<p>with faculty to design and implement embedded professional development as determined by student data and in alignment with the Redesign Plan: Ability to supervise instruction effectively to improve student achievement: Ability to communicate effectively with parents and community members to gather support for the redesign model and plan; Ability to use technology to collect, analyze and communicate program data for use in program evaluation and improvement.</p> <p>How will eel be implemented?</p> <p>Sixteen teachers have already been selected for beginning level training and received introductory professional development (5/24/11). This group includes veteran teacher leaders, and potential teacher leaders. Two targeted building subs will be hired as part of redesign to allow for classroom eel visitations.</p> <p>Redesign Team - what is the current status of selection, training and initial work activities? The Redesign Team members were collaboratively selected by the district and the unions after following a district wide posting. They have been working all spring to develop the Transformation Plan, interview and hire staff and to set the professional development plan for the remainder of the school year and summer. By August 1st, the Redesign Team will be</p>
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APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

			<i>integrated into the School Improvement Team (SLT) to ensure fidelity to the implementation (the plan).</i>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(D) 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 in achievement.. "Significant" will be defined pursuant to NY's Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>1. The data "dashboard" provided by the District's Information Technology Division monitors individual student achievement. The District has an extensive array of assessment and data collection tools that will be integrated into this one system. This tool will be used for continuous program evaluation, to inform instruction and to identify successful programming.</p> <p>2. "Data-Driven" school-wide common assessments by grade and content level will be used to generate both teacher and student data in order to guide instruction. Initial data will be available beginning in October, 2011 and after the completion of each assessment that follows throughout the school year. This will allow both analysis and re-teaching to occur.</p>	<p>1. Data "dashboard" is currently accessible to all administrators and will be available to teachers May 1, 2011.</p> <p>2. October 2011 - June 2014</p>	<p>1. No additional cost</p> <p>Is the data dashboard up and running? Yes</p> <p>2. No additional 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 action (description should align with budget narrative and budget provided for grant)

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

	<p>3. In addition to the use of data, teacher teams, departments, and academies will collaborate using CCL and other strategies to analyze data to monitor and determine re-teaching strategies.</p> <ul style="list-style-type: none"> ✓ Peer and administrator observations will also be used to monitor effective practice and structures including formal and informal classroom observations/visits and CCL. ✓ All professional development will be planned at the school level by the principal, teacher leaders and staffcore content area teachers along with, the SLT subcommittee on Professional Development, and district professional developers to improve classroom practice that addresses gaps in student performance. ✓ Use of Teachscape video cameras for selfreflective practice, CCL and observations. ✓ Use of iTouch APPR application to collect data on walkthroughs. <p>4. The High School Race to the Top (RTTT) Network Team with assist Corcoran administrators, SLT, Departments, Academy Teams and other faculty to analyze data and target instruction effectively.</p>	<p>3. Beginning September 2011 and ongoing. Full implementation of Collaborative Coaching will phased in by the 2012-2013 school year.</p> <p>4. July 2011-June 2014</p>	<p>3. No additional cost. Teachscape video cameras and iTouch APPR application software purchased through Teachers Incentive Fund (TIF) Grant funds. (cost to be determined for APPR application. Video cameras approximately \$81,000)</p> <p>4. No additional cost. RTTT funds listed in District-wide budget narrative, other funding section.</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	Description of costs associated with the action (description should align

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

		(includ pre- why	narrative and budget r grant)
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>1. Student achievement will be measured by a percentage of growth model (based on 6 interim assessments) to measure student progress. The average growth rate for each teacher will be monitored by the building Principal (as the Instructional Leader) through quarterly conferencing.</p> <p>2. Teacher effectiveness will be measured by multiple indicators based on the continued growth of their students. Following continued, progressive staff development as support, students will be expected to demonstrate adequate growth based on initial diagnostic information (including Gates McGinty, CBST, RTI, and SRI) and assessments from prior years. As adequate growth is measured, the teacher will continue with the established plan. If less than adequate growth is indicated, the teacher and administrator will identify teaching competencies that need to be improved and revise the teacher individual growth plan to improve teacher performance. Those who do not meet the established expectations set by the Redesign Team will be transferred and replaced.</p> <p>3. Selected teachers may be required to teach an extra block based on</p>	<p>1. On a quarterly basis each school year September 2011-July 2014</p> <p>2. September 2011 and ongoing (Six week assessments and quarterly marking period grades)</p>	<p>1. No additional cost.</p> <p>2. No additional cost. What are the multiple indicators that teacher effectiveness will be based on? <i>Interim Assessments -- 5 plus Regents for core subjects, percentage passing course and regents. FOR ALL SUBJECTS: Frequent formal and informal classroom visitations and observations. Evidence of student work, Lesson Plans consistent with school wide Data Driven initiatives.</i> <i>Also refer to #3 below, to the left. Established expectations for Success will be determined by evidence of growth as measured by multiple measures, which include Regents exams, Data Driven assessments, percentage of students passing course, standardized tests. Or samples of student work. Teachers whose average student performance rate</i></p>

	<p>scheduling needs (6 blocks per teacher) during the day and receive an additional one/sixth salary increase. Teachers will be selected by building administrators based on performance data and course request needs. In addition, teachers will receive an extra hourly extension (1 day/week x 40 weeks) for after-school planning, collaboration, At the end of the year, teachers whose students meet established benchmarks will be deemed successful. Established expectations for success will be determined by evidence of growth as measured by multiple measures, which include Regents exams, Data Driven assessments, percentage of students passing course, standardized tests, or samples of student work. Teachers whose average student performance rate is 10% less than the average growth in similar courses could be deemed as unsatisfactory and will have their performance reviewed by the school administrator. Consequences may include not teaching the additional 6th block, targeted professional development, or removal from Corcoran.</p> <p>4. Teacher Incentive Fund (TIF) grant funding will provide effective and highly effective teachers an opportunity to earn incentives per the</p>	<p>3. September 2011 and ongoing This is in addition to built in professional development in order to extend the day 30 minutes two days per week.</p> <p>4. September 2011-June 2014</p>	<p><i>is 10% less than the average growth in similar courses could be deemed as unsatisfactory and will have their performance reviewed by the school administrator. Consequences may include not teaching the additional 6th block, targeted professional development, or removal from Corcoran. What are the established expectations for Teacher Performance that will be used by the redesign team? In addition to the performance expectations listed above, refer to the Teacher Expectation sheet created by the Redesign Team and reviewed with all teachers as part of the interview process. Established teacher performance expectations include, but are not limited to: All teachers will employ Data Driven Assessment and its re-teaching strategies in their practice through in house Driven by Data I'D: All teachers will employ differentiated instruction through Understanding by Design; All teachers will use a common school lesson plan format, a common grading policy by department. and common grading rubrics by departments where applicable. Each teacher will be expected to have a published syllabus for students every 6</i></p>
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	<p>TIP grant regulations. Process is currently being developed in collaboration with SED.</p>		<p><i>weeks for each course.</i></p> <p>Will the school begin to utilize grading and Regents results to examine the course pass-exam failure phenomenua? <i>They have already hegw2 this p,"ocess with Algebra this year with common assessments, to evaluate the level of rigor being delivered. Thev will expaild this process to all core subject areas and further address this through Data Driven instruction.</i></p> <p>Is the principal bonus a "signing" or "performnlance" bonus? <i>Performance at the end (!f each year. The District will constantly be moniloring the implementation ofthe redesiail plan through the office of school reform and other central (!)lice staff. In addition, the district conducts internal site reviews, SED conducts PIA audit site reviews, and the dis/rictwill continuously monitor data including benchmark and State assessments, atten.dance (student and sta!J), dropout & gradllatioll rates. behavior data, evidence of sustained improved instructional practice following professional development, etc. In addition the American Institwes of Research (AIR) conducts allnl/al school profiles o11 each dis/rict school</i></p>
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APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

			<p>which includes results of surveys given 10 staff, students and 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.</p> <p>Teachers teaching 1/6 will be receiving approximately \$10,000-11,000 so it seemed fair to offer ((similar amount to the principal.</p> <p>Please give a detailed narrative as to the hiring of more administrative staff with the same functions, goals and overlapping duties. Please provide job descriptions of all staff and their responsibilities (SIM, Director of School reform, coaches, m Curriculum coach). And an organizational chart as well.</p> <p>Please see answers of page 3 and 4 regarding roles and responsibilities/duties of administrative staff (SIM, Student Affairs Dean, Assistant/Vice principal). Job descriptions are provided in the job description attachment. Organizational chart for Corcoran in separate attachment.</p> <p>3. One sixth salary and employee</p>
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APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

			<p>benefits (based on 67 teachers in year 1 and 68 teachers in years 2 and 3)</p> <p>\$822,130 (year 1)</p> <p>\$867,777 (year 2)</p> <p>\$902,462 (year 3)</p> <p>Extension of service pay and employee benefits for 1 hour a week for 40 weeks for 85 (includes all teachers to provide student support, and participate in team, department, and academy meetings:</p> <p>\$114,526 (year 1)</p> <p>\$119,107 (year 2)</p> <p>\$123,851 (year 3)</p> <p>4. TIP funds (cost TBD)</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 the action associated with the action and budget
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	1. All teachers will receive embedded professional development throughout the school year in areas of: Data Driven Assessment; Understanding by Design and Collaborative Coaching; Differentiated Instruction (Engaging all students); PBIS; RTI, Professional development will be supported by school Talent and Development coaches, Teacher Leader Specialists as identified by	1. Beginning July 2011 and throughout each year	<p>1-2. These funds will support a .5 FTE Literacy Instructional Coach and a .5 FTE Math Instructional Coach to coordinate and provide embedded professional development. Salary and employee benefits a (1.0 FTE total):</p> <p>\$96,945 (year 1)</p> <p>\$100,169 (year 2)</p> <p>\$103,522 (year 3)</p> <p>The 1/6 additional salary already</p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

<p>facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>the redesign team (who will receive 1/6 pay for providing professional development based Instructional Strategies), and the addition of one half-time math and one half-time literacy IST. Two (2) teaching assistant substitutes 2.0 FTE will be hired to instruct students as teachers attended professional development during the day.</p> <p>2. Additional targeted staff development will focus on needs identified through administrative and teacher leader observations, team and content meetings, teachers' annual professional for peers in content and program performance reviews, and review of students' Individual Learning Plans.</p> <p>3. RTTT CCL coaches and data analysts will provide teachers, teams, departments with in-depth analysis of Corcoran's student data and the Network CCL coach will provide embedded PD with the support of the RTTT TA Subs.</p>	<p>2. September 2011 and ongoing.</p> <p>3. July 2011-June 2012</p>	<p>listed above on page 7.</p> <p>Salary and employee benefits for 2.0 FTE Teaching Assistant Substitutes: \$98,853 (year 1) \$101,500 (year 2) \$104,252 (year 3) Summer extension of service hours and employee benefits for professional development. \$73,342 (year 1) \$76,276 (year 2) \$79,326 (year 3) What are the evaluation criteria for payment of summer and after school work? <i>Rates are set by union contract. Identified PD is mandatory and staff was informed at interviews that summer work and PD was mandatory. Mandatory attendance and active implementation which will be monitored by administrators and teacher leaders and members of SLT/Redesign team by walkthrough data and plan books.</i></p> <p>Will the district provide PD on the teaching in a block? <i>Training will include planning for the block schedule. Coaches will model lessons and effective instructional strategies that can be used in the block.</i></p>
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			<p>Will teachers receive professional development on professional learning communities? <i>Teachers have already begun their learning communities/study group", as a result of the .fIT recommendations. Topics such as Courageous Conversations About, Race, Data Driven Instruction and research-based effective differentiated instruction have been covered as well as peer coaching. The learning communities will be facilitated and expanded by administrators, coaches and teacher leaders depending on the subject area.</i></p> <p>Will the District mandate professional development attendance? <i>Yes – mandate. It is an expectation that will fully be communicated to all staff applying to stay or join Corcoran.</i></p> <p>Will the district provide PD on the effective integration of SWD in classrooms? <i>Yes. SESIS and other District special ed trainers will be available to support the development and implementation via new special ed service delivery system.</i></p> <p>3. No additional cost. RTIT funds listed in District-wide budget narrative - other funding section.</p>
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	<p>4. Corcoran will use four Superintendent's Days, eight half days, pending the 2011-2012 school calendar, and 5-10 days in the summer of 2012. Professional development will be embedded prior to the school day 3 times per week for 30 minutes each session pending the approval of the 80 minute block schedule covering:</p> <ul style="list-style-type: none"> ✓ Data Driven Instruction ✓ Understanding By Design/CCL ✓ RTI ✓ TD/IB/AVID ✓ Technology ✓ On-site peer mentors for new staff <p>5. Model classrooms exhibiting best practices will be identified by the administrative/redesign/SLT teams in each core content area. What will the criteria be for established model classrooms? How will the model classrooms be utilized by the staff and administration? <i>Fac/ors including identification as a leader in the classroom by administrators and other teacher. They will open their classrooms to other teachers' to observe targeted strategies identified during PD. These areas include best teaching practices such as differentiated instruction, formative assessment,</i></p>	<p>4. Beginning September 2011 - June 2014</p> <p>5. Beginning September 2012 and ongoing.</p>	<p>4. No additional cost.</p> <p>5. Teacher leaders additional 6th pay outlined above.</p>
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APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

	<i>DINS, focused reteaching. Socratic dialogue, lesson planning in the 80 minwe block, and other strategies detailed in Teach Like A Champiof/.</i>		
Implement such strategies as incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the instructional skills necessary to meet the needs of the students in a transformation school.	<p>I. Corcoran teachers and staff will receive compensation for participating in workshops and conferences supporting vehicles for required professional development initiatives.</p> <p>2. All teachers will receive a laptop for use in data driven assessment, reflective jounaling of effective instruction, professional development blogs and school-wide communication.</p>	<p>I. Beginning in September 20II and continuing throughout the school year.</p> <p>2. Lenovo Laptops will be distributed to staff in September 20II to being journaling in October.</p>	<p>1. In-service credit is part of the District's regular contractual obligations for approved District courses. Every 6 credits of in-service leads to \$800 added to teachers' base salary. The District's General Fund will support in-service credit hours for approved programs.</p> <p>2. \$700 each to purchase, software and accessories (Year I) or other laptops for 85 teachers \$59,500.</p> <p>How will providing teachers with laptops increase stndent achievement? Are the laptops a fnnction of instrnction?</p> <p><i>Teachers will be able to access and utilize districl and school dala to inforln instruction including,</i></p>

			<i>but not limited to: analysis of interim assessments and RTf data. Laptops will also be used to create lesson and Unit plans using the mandated template. all DVD's from the two resources Teach Like a Champion and Driven by Data. Interactive technology associated with our texts wld online sites (Questia. etc.) will also be integrated into instruction</i>
Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
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)
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.	<p>1. Targeted staff development will be linked to professional development credit which translates into salary increases.</p> <p>2. Identified teachers committed to an extra instructional block of time with students will receive one-sixth of their salary.</p> <p>3. The school-wide staff development will be evaluated by administrative and teacher leader class visits, CCL, consulting and feedback.</p>	<p>1-2. Begins summer 2011 for professional development and continues throughout each school year!</p> <p>3. Beginning in September 2011-2014</p>	<p>1-2. Noted in previous section of this document.</p> <p>What are the criteria for selecting teachers to teach the 6th block?</p> <p><i>The teachers will be selected based on student needs in individual certification areas. Individual teachers will also be placed based on student achievement data, past teacher performance and Regelts success rates.</i></p> <p>3. No additional cost.</p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

Instituting a system for measuring changes in instructional practices resulting from professional development.	<p>1. Data Driven instruction will provide a system for teachers to identify changes and improvement in intervention.</p> <p>2. Ongoing team and content area planning as well as teacher/administrator journals will document reflective instructional conversations facilitated by class walk-throughs</p> <p>3. Use of data "dashboard" to monitor student and teacher growth</p>	<p>1. Training begins Summer 2011 and implementation continues throughout each school year on a weekly basis-June 2014.</p> <p>2. Beginning September 2011-June 2014</p> <p>3. Beginning September 2011-June 2014</p>	<p>1. No additional cost.</p> <p>2. No additional cost.</p> <p>3. No additional cost.</p>
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.	The SLT will select staff based upon the redesign plan staff expectations and interviews conducted by the redesign team. New staff must agree to the Redesign Plan expectations. The hiring process will follow the MOU with the Teachers' Union (STA). The District Redesign Panel developed the staffing process for the PLA Schools.	The hiring process will begin in April 2011; staff will be notified of placements by June 30, 2011.	No additional cost.
Required Activities: Comprehensive instructional reform strategies			
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)
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	1. The school will use the research based model "Driven by Data" across all content and grade levels creating 5 to 6 common assessments in all core areas the first year and then add in all	1. September 2011 with the first assessment in October 2011 and ongoing.	1. No additional cost.

	<p>courses the second year.</p> <p>2. Readers between I and 2 levels below 9th grade will be supported with Strategic Reading. Students reading below 7th grade will receive appropriate reading programs as detailed under the technology section (see below).</p> <p>✓ 9-12th grade instruction will include elements of assessment - based learning incorporating best strategies from "Data Driven" Instruction, IB, AVID, Talent Development.</p> <p>✓ All teachers will employ Data Driven Assessment and its re-teaching strategies in their practice through in house Driven by Data PD</p> <p>✓ All teachers will employ differentiated instruction through Understanding by Design</p> <p>✓ All teachers will use a common school lesson plan format, a common grading policy by department, and common grading rubrics by departments where applicable. Each teacher will be expected to have a published syllabus for students every 6 weeks for each course.</p> <p>✓ All ninth grade students will be housed together in one academy encompassing Talent</p>	<p>2. September 2011 and ongoing for each 9th grader.</p> <p>Beginning September 2011 and ongoing</p> <p>Beginning September 2011 and ongoing</p> <p>Academies and pathways will be established by April 2011.</p>	<p>2. Teachers writing initial assessments school year extensions and employee benefits:</p> <p>\$12,000 by HSGI funds (Yr 1)</p> <p>\$12,000 by HSGI funds (Yr 2)</p> <p>\$7,868 by PLA funds (Yr 3)</p> <p>Additional cost for teachers extensions of service and employee benefits during the summer to write assessments:</p> <p>\$20,000 by HSGI funds (Yr 1)</p> <p>\$20,000 by HSGI funds (Yr 2)</p> <p>\$15,030 by PLA funds (Yr 3)</p> <p>What guiding principles will teachers be asked to use in order to develop assessments?</p> <p><i>Specific teacher leaders have already been identified to write assessments and have been instructed to tie each question to a specific standard, use the curriculum and pacing guides for the correct timing of each assessment. to make each assessment cumulative, to use the Driven by Data strategies which include increasing rigor throughout each assessment and using "value added" questions such as IB, and AP.</i></p> <p>Will the teachers provide expectations at the start of the</p>
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	<p>Development, AVID, and Pre-IB.</p> <p>✓ All tenth grade students will choose their pathway academy</p>	<p>Applications for each academy will be distributed to tenth grade students by April, 2011.</p>	<p>course and then provide every six weeks a more specific class schedule?</p> <p><i>There will be a syllabus as to the specific upcoming work at 6 week intervals to use as a road map to guide class work. In addition course outlines will continue to be distributed that detail expectations, grading, etc. Curriculum maps will be followed. This will be monitored by the administrative team through walkthroughs, plan book reviews, benchmark assessment results and instructional conferencing.</i></p> <p>What are the specific deliverables by month for each of the common assessments?</p> <p><i>The common assessments will be administered every six to eight weeks. An assessment calendar has already been created with specific assessment dates. We will use data analysis and peer analysis. Before exams are administered teachers will predict grades for each individual student based on formative assessment/throughout. After each assessment has been graded, a 'week of' re-teaching -will be required using the data acquired. Instructional meetings will be held by department and grade level, using UBD throughout each unit. Meetings will be held, teacher to</i></p>
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			<i>teacher, teacher to student, and teacher to administrator to discuss results of the assessments and follow the teaching and learning strategies.</i>
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>1. An Individual Learning Plan (!LP) will be designed for each student based on the RTI model. An RTI team consisting of 15 members (across 3 academies and 4 grade levels) will create each plan. Teachers will coordinate with the ESL and Special Education Departments to ensure alignment with ESL !LP.</p> <p>2. Use diagnostic and In the Moment! formative assessment to monitor progress toward the !LP in order to implement immediate and targeted instruction to address student learning needs.</p> <p>3. Use all forms of assessment outlined above to measure achievement of !LP goals.</p> <p>4. To identify students at risk of dropping out or not graduating on time Corcoran will use the District's 4-Tier Framework (RTI) model to develop an individual growth plan for struggling students.</p> <p>5. PEIS committee will examine discipline data monthly to identify behaviors that interfere with student progress. They will work closely with other staff and instructional coaches to design appropriate interventions.</p>	<p>1. Plans will be created July 2011 and implemented by September 2011 for incoming 9th grade students. And 10th grade students. Plans will be reviewed annually and revised as necessary July 2012, 2013,. New plans will be created for incoming students.</p> <p>2-5. Beginning April 2011 and ongoing</p>	<p>1. Summer teachers' extension of service and employee benefits for designing student !LPS: \$18,165 (year 1) \$4,723 (year 2) \$4,912 (year 3)</p> <p>The initial year requires more hours as !LP's must be created for the entire student population the first year, but only ninth graders and students new to the building for subsequent years.</p> <p>2-5. No additional cost.</p> <p>How will the ILP's be reviewed and discussed by teachers collectively as the implementation grant does not include a change in your Master Schedule! <i>Through team and academy meetings after school during extended teacher time. These will be monitored by administrators.</i> Who is responsible for creating and monitoring the ILP for each student? <i>The RTI team on each academy will initially create the ILP for</i></p>

			<p><i>each student. The team will be made up of teachers, counselors, social workers, and administrators.</i></p> <p>Can staff consider the impact of positive, active participation of students in developing their plans?</p> <p><i>Students will meet periodically with their administrator and counselor to discuss and adjust if needed their LLP 's.</i></p> <p>How will the district measure effectiveness of PBIS program at high school level?</p> <p><i>By constant monitoring of the behavioral data including in school and out of school suspensions, discipline referrals to formal and informal hearings, use of PBIS incentives and data on % of students who received these incentives, 's. review of behavioral data by teacher on the data dashboard results of SET assessment to determine effectiveness of implementation at the school level and walkthroughs by central office administrators especially the Pupil Services Director who is responsible for the District wide implementation of PBIS and student behavior.</i></p>
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Permissible Activities: Comprehensive instructional reform strategies			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	<p>1. Student performance data will be reviewed by teachers, administrators, and students every 6-8 weeks after interim assessments have been administered.</p> <p>2. Administrators, Teacher Leader Specialists, Talent Development Coaches and the building Instructional Coaches will regularly visit classrooms to provide feedback to teachers. Administrators will use iTouches with APPR application to collect data on walkthroughs. Teachscape cameras will be used for self reflection, instructional conferences and CCL.</p> <p>3. Collaborative and peer coaching strategies will be used as part of the school-wide Data Driven effort (including Understanding by Design) and will be used to focus on established classroom practice.</p> <p>4. Directors of School Reform and High Schools will conduct walk-throughs and monitor meetings with the school principal and SLT.</p>	<p>1-4. All monitoring efforts will be ongoing, integrated and based on data. Interim assessments every 6 to 8 weeks beginning in October 2011 and ongoing will provide updated student and school data that will be used to inform instruction, program evaluation and progress monitoring of the redesign plan implementation.</p> <p>2. Weekly walk-throughs and monthly SLT meetings, beginning October 2011 - June 2014.</p>	<p>1-4. No cost</p> <p>How will the District train the administrative team to conduct effective principal walk-throughs? Will a central office administrator be included on each walk-through?</p> <p><i>Both the school (daily) and central office administrators are expected to conduct regular walkthroughs. All will be trained by the Teachscape company who the district will contract with to provide Teachscape camera training as well as walkthrough software training. The walkthrough software will be in alignment with the APPR rubric and the PLA plan. Walk through data will be collected and analyzed. The district will also contract with Teachscape's Reflect Program which will give us access to 100% of I/D online opportunities which can be used to strengthen areas of need identified in the walkthroughs. Teachers will be encouraged and in some cases mandated to use this online system which will also provide the administrative team the ability to personalize all differentiated PD to meet the unique needs of individual teachers. Teachscape technology, training and software is included through our TIF grant.</i></p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

			Teachscape camera and iTouch applications purchased through TIP funds.
Implementing a school wide "response-to-intervention" model	<p>1. Struggling readers (two or more years behind in reading) will participate in Fast ForWord.</p> <p>2. Teachers will be available for after school tutoring, at least two days per week.</p> <p>3. Corcoran will continue to use AVID, IB, and Talent Development strategies to support students with study skills through Freshman Seminar class.</p> <p>4. The Liberty Partnership, a NYS program sponsored by LeMoyne College, is scheduled through the school day to support over 150 students. Additionally Hillside Partnership is scheduled through the school day to support 420 students. If Hillside is only supporting 420 students? Who supports the remaining struggling students? <i>As detailed throughout this plan, Hillside will continue to provide additional support, other programs that provide student support include: AVID, IPP, SAYYES, inclusion Program, addition of 2 social</i></p>	<p>1-2 Beginning September 2011 - June 2014 (Fast ForWord renewal summer 2012)</p> <p>3. To be fully implemented by September 2012.</p> <p>4. Ongoing 2011-2014</p> <p>5. September 2011-June 2014</p>	<p>1. Fast ForWord annual renewal fee of \$4,500 per year.</p> <p>2. Time with students is embedded in the school day, three days per week for 40 minutes (2:10 – 2:50)</p> <p>3. Talent Development Curriculum Coach (1.0 FTE). Cost of position is being funded through the SLC Grant and the District's General Fund. SLC grant also covers purchased service with Johns Hopkins for PD and technical assistance associated with Talent Development. Additionally, SLC grant also provides \$3,000 in supplies for AVID program per year. See other funds in budget narrative.</p> <p>4. SCSD general fund covers the cost of purchased service with Hillside to provide drop-out prevention programming to high-risk youth. See other funds in budget narrative.</p>

	<p><i>workers, cozmseors, attendance team, and the addition of extended contact time with teachers after school 3 days per week.</i></p> <p>5. Full implementation ofthe 4-Tier Framework (RTI) that identifies academic interventions that must be put in place for students on Tiers 2-4 as well as supports for social emotional issues by creating the Individual Learning Plan (ILP) for each student as noted in previous section</p> <p>6. Implement Positive Behavioral Interventions and Supports (PEIS), a system ofrewatds that offer incentives for positive student engagement. The PBIS Model defines universal expectations for positive student behavior. A series of assemblies on various relevant topics will be provided throughout the yeat.</p> <p>7. Addition of SIMS Position and Attendance! Student Affairs Deans to support both PEIS and RTI as well as allow building Principal(s) and Vice Principals to spend more time in classrooms throughout the school day.</p>	<p>6. September 2011 - June 2014</p> <p>7. July 2011-June 2014</p>	<p>5.Previously listed on page 13.</p> <p>6. PBIS program rewatds - incentives, \$7,000 per yeat.</p> <p>7. Salary and employee benefits for 1.0 FTE SIM position: \$102,960 (yeat I) \$106,425 (yeat 2) \$110,028 (yeat 3)</p> <p>Salary and employee benefits for 2.0 FTE Attendance!Student Affairs Deans: \$193,890 (yeat I) \$200,338 (yeat 2) \$207,044 (yeat 3)</p> <p>Clarify the RtI Tiered system and identifiable intenentions of each. <i>The 4th Tier RTI system will be gradually introduced. Our current ninth graders are being identified this year. The incoming ninth graders will also be identified by Slimmer 2011. The interventions have not specifically been identified as the second part of RTI training will take place 11/16/11 followed by initial RTI academy team meetings</i></p>
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APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

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.	<ol style="list-style-type: none"> 1. Add one additional ELA teacher and an additional math (Algebra) teacher, to provide targeted core area regents support. 2. Provide training in content specialized instruction for special needs teachers working with identified students in those content areas. 3. Provide training for parallel instruction. 4. Provide training and allow collaboration time for teachers to support a sheltered, content-based ELL model. 5. Monitor caseload of ESL teacher increase from .5 FTE to 1.0 FTE if needed. 6. Wilson Reading support will be available from trained teachers for students needing intensive intervention. 	<ol style="list-style-type: none"> 1. September 2011- June 2014 2-4. During the summer of 2011 - June 2013 5. September 2011 6. September 2011 – June 2014 	<ol style="list-style-type: none"> 1. Salary and employee benefits for 2.0 FTE teachers (one math and one ELA): \$193,890 (year 1) \$200,338 (year 2) \$207,044 (year 3) 2-4. Costs associated with summer extensions of service for teachers participating in professional development previously listed. 5. Cost from District's general fund.
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	the action (description should align with budget narrative and budget provided for grant)
Using and integrating technology-based supports and interventions as part of the instructional program	<ol style="list-style-type: none"> 1. Information systems including: <ul style="list-style-type: none"> ✓ Data Dashboard ✓ BARS ✓ NYS Report Card ✓ eSchool. ✓ Corcoran created data based On 	<ol style="list-style-type: none"> 1. Beginning in September 2011 – June 2014 	<ol style="list-style-type: none"> 1. Cost for laptops previously mentioned On page 10.

	<ul style="list-style-type: none"> ✓ Data Driven Instruction ✓ Survey Monkey (building surveys, etc.) ✓ Poll Learning <p>Teachers and administrators will access these information systems in order to monitor progress and program evaluations. (Laptops will be purchased for all teachers at Corcoran to easily access these systems)</p> <p>2. Reading programs for struggling reader such as FastForward, Just Words, Read 180, etc.</p> <p>3. Questia Interactive on-line library</p> <p>4. Turnitin.com paper authentication for students and teachers of college level classes including IB, SUPA, AP, SUNY</p> <p>5. Four Computer labs will be added to Corcoran High school in conjunction with eRate funding to rewire the building for internet access. This will allow additional technology based classes It will also increase student access and engage students in 21st century technology.</p> <p>6. Addition of Smartboard and Mobi technology and projectors which will be used with this technology and 2 printer copiers.</p>	<p>2-3. Technology purchases and updates must be completed by August 2011 to allow for implementation in September 2011.</p> <p>4. September 2011- June 2014</p> <p>5. September 2011 through June 2014</p> <p>6. September 2011 through June 2014</p>	<p>2. Fast Forward costs previously listed. Other interventions covered by general fund.</p> <p>3. Paid by general fund.</p> <p>4. Cost for Turnitin.com \$2,800 each year.</p> <p>5. Computer labs ~ (4) labs in year 1. (2 in the library, 1 in A building and 1 in B building) Computers: \$86,400 Monitors: \$21,120 Software: \$7,692</p> <p>Computers and accessories to replace old/expired computers in years 2 and 3. (30 each year) Computers: 21,600 Monitors: 5,280 Software: 1,923</p> <p>6. Projectors and accessories: \$16,315 summer 2011 \$12,236 (year 2) \$12,236 (year 3)</p> <p>Mobi Boards 30 each year @</p>
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			\$10,050 each year.
	<p>7. Tables and chairs for computers in labs 60 tables and 120 chairs</p> <p>How will classrooms be selected for the technology upgrades?</p> <p><i>The first part of the implementation is to provide school wide computer labs which will begin to be installed summer 2011.</i></p> <p>Will PD be provided?</p> <p><i>The LMS will provide PD in use (if additional technology to staff members. As teachers are professionally trained, technology will be integrated in their classrooms based on large/ed subject specific need'. IT trainers will also be used to train on smart room technology use.</i></p> <p>How will the integration of tech in the classroom be evaluated?</p> <p><i>Walk-throughs, formal observations, all specific integration of technology in the lesson plans will allow administrators to evaluate appropriate use (if technology).</i></p> <p>What portion of computer labs will be set aside for at-risk programs (PLATO, etc) versus for open instruction?</p> <p><i>Initially all labs will be for both open instruction and at-risk programs and</i></p>	<p>7. September 2011</p> <p>8. September 2011</p>	<p>Two (2) Toshiba copier-scanners-printers to be paid for by district funds</p> <p>7. Tables and chairs \$15,259</p> <p>8. TIF funds</p> <p>Why are most of the technology purchases reserved for years 2 and 3 of the grant if the issue is so pronounced in the JIT report?</p> <p><i>Please refer to the budget narrative and above information. The majority of technology is budgeted for year 1. The total supply cost (which includes technology for each year totals the following: Year 1 - \$224,836, Year 2 - \$59,589 and year 3 - \$59,589.</i></p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

	will be scheduled accordingly to ensure access.
	8. Teachscape cameras and iTouch APPR applications for use in improving and monitoring instruction

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Timeline	Description of how the action will be funded
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 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	<p>1. Corcoran students will be encouraged to participate in one or more academy capstone college-level courses, including:</p> <ul style="list-style-type: none"> ✓ IB Program: While expanding the International Baccalaureate program, Corcoran will create academic and social supports to recruit and retain more students in the program grades 9-12. This will include: additional parent communication, study groups, and SAY YES tutoring opportunities. ✓ Dual credit courses through SUNY college of Environmental Science and Forestry (ESF) and other SUNY schools. ✓ Dual credit Syracuse University Project Advance (SUPA) courses. ✓ CTE required work-based learning component that is directly related to school-based learning and fieldwork experiences. ✓ Virtual Learning Course Design. 	<p>Beginning in September 2011 and ongoing in years 1-3</p> <p>IB supports beginning April 2011</p> <p>Summer 2011</p>	<p>College courses are funded through grants and agreements with partners.</p> <p>IB program funded through the District's general fund.</p> <p>How will the CTE expand programming for students who wish to further their education in CTE rather than traditional college studies? <i>We have just been certified in Project Lead the Way (PLTW) and will be hiring an additional tech teacher. We added a career day to our calendar. We are exploring adding a CTE component/a one of our academies beginning this year.</i></p> <p>Teacher summer extension of service and employee benefits</p>

APPENDIX B: SCSD Implementation Plan for the Transformation Model at Corcoran High School

and coursework;	2. The SLC Career Counselor/Academic Advisor will facilitate career exploration and skill/interest assessments, establish credit-bearing internships, and organize college visits.		to write curriculum for Virtual Learning Course: \$4,996 (year 1) 2. SLC grant supports the salary and employee benefits of a 1.0 FTE Career Counselor/Academic Advisor. SLC grant also provides transportation for students for internships, job shadowing, service learning, business tours and college visits. See other funds in budget narrative.
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 and other funding sources
In secondary schools--improving student transition from middle to high school through summer transition programs or freshman academies	1. Schedule opportunities for middle school students from feeder schools to shadow 9 th graders. 2. Summer Bridge program for rising ninth graders to ease transition from middle school to high school. <i>What are the goals of the summer bridge program? What are the major learning activities? To provide an introductory experience/or incoming ninth graders to familiarize them with the logistics of the building. Specific activities will include: Meeting teachers</i>	1. February 2012 – April 2012 2. Summer 2011, 2012, 2013	I. HSGI grant will pay for transportation for incoming 9 th graders to shadow current high school students. See other funds in budget narrative. How will the district ensure feeder pattern issues are addressed? <i>All of the middle level schools feeding into Corcoran have just applied to the International accalaureate Association to be able to offer a Middle Years IB. This will affirm the feeder schools the opportunity to align</i>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

	Specific expectations for Ninth Grade Introduc/OJJ'skills: science lab protocol, IOle-taking, etc.		Instructional strategies and funlling with Corcoran as well as increasing the rigor of programming for all students. The 3 feeders and Corcoran lave been working for 2 years on this application and have 'cceived joint IE PD in e preparation of implementing the middle veal's IE Program. In addition summer bridge programs and other transitioll letivflies and programs will be Jlanned and implemented in 'ollaboration with the feeder schools administration. 2, SLC grant to cover extensions of service for summer bridge program for rising 9 th graders, See other funds in budget narrative,
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	Indicate the budget provided for the action
In secondary schools-- Increasing graduation rates 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	L Corcoran will offer 3 smaller learning academies: a Ninth Grade Academy, and two additional academies, each with distinct college preparatory classes, 2, Implementation of a site-based summer school credit recovery program for Corcoran students needing re-quired core courses and/or Regents	L September 2011 and ongoing 2, July 2011 and ongoing each summer	L No additional costs 2, UTC will cover extension of service and employee benefits for 8 UTC teachers providing instruction to Corcoran

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

skills	<p>credit, as well as PLATO or e2020 for credit recovery and Regents prep.</p> <p>Row will the district ensure that students will have access to summer, before and after school activities? Is there a plan to ensure bussing is reliable?</p> <p><i>Bussing will be arranged for all school programming. Centro voucher,; will be available for students in the summer if needed</i></p> <p>3. Re-engagement support will be provided by Contact Community 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.</p>	3. September 2011 – June 2014	<p>students in summer school credit recovery program.</p> <p>HSGI grant purchased service with PLATO Learning for professional development, follow-up support, and on-line personalized learning opportunities for students. See other funds in budget narrative.</p> <p>3. The District's HSGI grant supports contractual costs with Contact. See other funds in 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	Describe with the should a narrative for grant
In secondary schools-- Expanding early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	<p>I. RTI teams will monitor the following on a regular basis and during the quarterly report card review:</p> <ul style="list-style-type: none"> ✓ Attendance ✓ Credits accrued ✓ Course Sequencing ✓ Grades ✓ Regents Test Scores ✓ Behavior ✓ Student ILP ✓ Extracurricular participation <p>These elements have been established as indicators of success or risk and</p>	1. Beginning September 2011 - June 2014	1. No cost

	<p>will be tracked on eSchool.</p> <p>2. Use the template developed for schools named the SAY YES Toolkit as a basis to assist in determining whether students are on or off track for graduation grades 9-12. Corcoran will use the individual learning plans created by the RTI team for struggling students who are at risk of not graduating with their cohort group and to design and implement targeted interventions to address individual students' learning needs.</p>	2. Beginning September 2011 and ongoing.	2. No cost
Required Activities: Increasing learning time and creating community-oriented schools			
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)
Establish schedules and strategies that provide increased learning time	<p>1. The district's high school schedule will be adjusted for an extended day whereby students will be encouraged to seek out additional help from teachers. This time will be available 2 to 3 days per week for 40 minutes after school from 2:10 to 2:50.</p> <p>2. Classes will be expanded from 72 minutes to 80 minutes each. The fifth block will be eliminated.</p> <p>Has the master schedule been built? <i>The master schedule is in the process of being built for the academies as well as the block schedule changes from 5 to 4 blocks.</i></p> <p>How will students who enter late be</p>	I-6. Beginning in September 2011 - June 2014	<p>1-4. Cost accounted for in previous sections</p> <p>SLC grant also providing purchased services for master schedule consultant See other funds in budget narrative.</p>

	<p>added to the schedule? <i>Guidance counselors and administrators, meet with families of late registrants to build schedules that best meet the needs of the students based on transcripts and student interests.</i></p> <p>What are the class sizes? <i>Ninth grade classes will accommodate 25 students.</i> <i>Depending on course enrollment; classes accommodating grades 10-12 will accommodate between 22-30 students based on the master scheduling needs and unique needs of specific courses (JB, AP, Inclusion, Parallel, etc)</i></p> <p>How is the integration of SWD's in classes? <i>ELLs and Sp Ed students will be distributed evenly across all academies. a continuum of services across all academies will be offered with consistent teacher and resource services on both academies.</i></p> <p>What is the total # of students with a study hall (at this point)? <i>Study halls will be virtually eliminated with the reduction of block classes as well as reduction of teaching staff by 18 teachers.</i></p> <p>How will this time be measured for increased student achievement? <i>Data Analysis and growth throughout the cumulative interim assessments. Students in the high risk tier will be closely monitored.</i></p> <p>How will 8 additional minutes</p>		<p>5. Extension of service and employee benefits for Library Media Specialist: \$5,389 (year 1) \$5,605 (year 2) \$5,829 (year 3)</p> <p>6. No cost How will the extended learning time be utilized? How will it benefit students? <i>Students will be able to meet with their own teachers during office hours 3 times per week. Teachers will be assigned to specific rooms so students will know where to locate them on a consistent basis,</i> Will it be reflected in the master schedule? <i>It will be reflected as a duty period in the master schedule.</i> What is targeted intervention for struggling students during this time? <i>Extra contact time at the end of the day for office hours allows for students to meet directly with their individual teachers all year long up to three days a week, continuing to provide consistent support to students,</i></p>
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	<p>contribute to increased student achievement?</p> <p><i>8 additional minutes per class results in almost two additional weeks of instructional time over the course of a year.</i></p> <p>Common planning time? Goals of common planning time?</p> <p><i>Mandatory common planning time will take place after school 1 or 2 days per week. (goal is to plan effective instruction, plan targeted differentiated instruction and work together to ensure the use of data to drive instruction, and identify necessary AIS and monitor progress based on data and student work.</i></p> <p>3. Study halls will be minimized and when necessary structured study halls will be scheduled providing specific guidelines and expectations for both students and teachers.</p> <p>4. Teachers will be expected to attend both mandatory team & department meetings and professional development 2 to 3 days per week from 2:15 to 2:50. This time may be extended by compensating 60 minutes per week. Parent conferences will be scheduled during a designated time.</p> <p>5. The library media center will expand its hours after school and be staffed by LMS or teacher from 2:50 - 5:00.</p> <p>6. Establish structured Study Tables from 2:10 to 2:50 to be supervised by designated staff including coaches, deans, LPP, Hillside, guidance</p>		<p><i>This time will allow for small group and individual instruction and re-teaching. It will also allow for time to meet with support staff for struggling students with social emotional issues.</i></p>
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	counselors, SAY YES tutors, guest speakers, and parent volunteers for school clubs.				
tion Required By Transformation Model	Description of how the action will be accomplished by LEA			ill od g iod),	and budget provi
Provide ongoing mechanisms for family and community engagement	<p>I. Corcoran will provide several opportunities for students and parents to engage in the following activities:</p> <p>Academic:</p> <ul style="list-style-type: none">✓ Report Card Conferences✓ Parent portal (eSchool) training✓ Automated Phone Attendance Notification✓ College Fair <p>Parent/Student Informational Meetings/Forums:</p> <ul style="list-style-type: none">✓ FAFSA✓ NCAA Clearinghouse✓ IB/AVID/TD✓ Freshman Orientation✓ PTSO✓ Corcoran Lecture Series <p>Celebrations/Recognition</p> <ul style="list-style-type: none">✓ Junior and Senior Honor's Nights✓ National Honor Society✓ W.E.B. Dubois National Honor Society✓ Athletic Banquets✓ Sports Senior Nights✓ PBIS sponsored events/activities✓ Club and Team Fundraising activities✓ Additional TBD	1. September 2011 -- June 2014		1. No cost	

	<p>Student Clubs/Student Government</p> <p>Mechanisms of Communications will include:</p> <ul style="list-style-type: none"> ✓ Automated Phone/Email Messaging ✓ Online Grade Book ✓ Corcoran Web page ✓ eSchool ✓ Official Corcoran Facebook Page ✓ Mailings ✓ informational contact sheet for parents ✓ PTSO meetings ✓ Community Resource package provided by Department of Aging and Youth ✓ Open House and other meetings as outlined above. ✓ Electronic outdoor information sign to inform the community of school related events and student accomplishments. 	September 2012	Cost for board \$20,000 in year 2.
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missible Activities: Increasing learning time and creating community-oriented schools			
on Required By sformation 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),	Description of the action (desc with budget na provided for gr
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"> 1. Corcoran social workers will provide Project Success, a program to provide social emotional well-being through support and education for students. 2. Create student leadership groups using community-based organizations such as: <ul style="list-style-type: none"> ✓ 100 Black Men ✓ Mentors for Manhood ✓ Syracuse Area Black Nurses Association ✓ Business Partnerships ✓ Image Initiative ✓ National Society for Black Engineers (NSBE), etc. 3. Bring free and reduced lunch applications & other school flyers & information such as Open House to outside organizations. 4. School Identification will be visibly worn at all times for both staff and students. All visitors must sign in and wear a visitor's badge while in the building. 	I - 5 Beginning in September of 2011-June 2014	<p>1-3 No additional costs</p> <p>4. Cost of Academy color coded lanyards \$1,500 per year.</p>
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and	1. AIS services will be provided for all students with low performance indicators determined by 8 th grade ELA, SRI and Math scores for freshman. Formative assessments (FA), teacher referrals, SRI	1. September 2011 - June 2014	1. Cost related to 1/6 instructional block previously noted.

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

other school staff	<p>and Regents' results will be used for 10th-12th grades. Benchmark exams, FAs and progress monitoring in all core subjects will be used to inform instruction to improve learning. AIS sessions will be held every day for 40 minutes and will be part of the block/blended schedule. The master schedule has been developed that virtually eliminates study halls increase time with teachers.</p> <p>2. Teams of teachers, counselors and administrators will be responsible for initial identification and ongoing monitoring of student success. Unstructured study halls will be eliminated. AIS services will be scheduled as credit bearing classes throughout the day within the block/blended schedule format. These sessions will be at least 40 minutes long, using a blended block/period schedule. Teachers will teach these sections as their 6th block assignment.</p> <p>3. Mentoring groups will be established with the help of teacher volunteers, counselors and interested students.</p>	<p>2. September 2011 - June 2014</p> <p>3. September 2011 - June 2014</p>	<p>2. No additional cost.</p> <p>3. No additional cost.</p>
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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to	I. Implement Positive Behavioral Interventions and Supports (PBIS), a system that offers incentives for positive student engagement and defines universal	1-2. Beginning September 2011- June 2014	1. Training and monitoring of PBIS will be supported by District PBIS trainers, school social worker, and members of the SLT

APPENDIXB: SCSD Implementation Planfor the Transformation Model at Corcoran High School

eliminate bullying and student harassment	<p>expectations for positive student behavior. The PBIS team consisting of 8-12 members will design, implement, and evaluate PBIS protocols on a monthly basis with the input of new staff and administration. A series of assemblies will be held on various relevant topics throughout the year. PBIS training will be provided to staff.</p> <p>2. Establish clear behavioral expectations in positive tenns and post them throughout the building.</p> <p>3. Provide each academy and the campus as a whole with distinct identity through beautification (painting murals, etc) creating a positive school environment.</p>		2-3.No cost
Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A	N/A	N/A
Required Activities: Providing operational flexibility and sustained support			
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)
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	<p>1. Additional staffhours as previously noted.</p> <p>2. Extended class time from 72-80 minutes.</p> <p>3. Extended contact time for students/teachers by 120 minutes per week after school.</p> <p>4. Implementation of a site-based summer school credit recove</p>	<p>1. September 2011 – June 2014</p> <p>2. September 2011-June 2014</p> <p>3. September 2011-June 2014</p> <p>4. September 2011 -- June 2014</p>	<p>1. Cost previously noted.</p> <p>2. Cost previously noted.</p> <p>3. Cost previously noted.</p> <p>4. Cost previously noted.</p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

	<p>program for Corcoran students needing required core courses and/or Regents credit, as well as PLATO or e2020 for credit recovery and regents prep.</p> <p>5. Expand Summer Bridge to include credit-bearing courses.</p> <p>6. Enrichment opportunities for students by offering <i>IB/SUNY/SUPNAP</i> courses.</p> <p>7. Student support for those students in our quadrant transitioning from MS to HS.</p>	<p>5 September 2010 - June 2014</p> <p>6 September 2010 - June 2014</p> <p>7. Summer 2011-2013</p>	<p>5. Cost previously noted.</p> <p>6. Cost previously noted.</p> <p>7. Cost previously noted.</p>
<p>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)</p>	<p>1. A District Office of School Reform (OSR) will provide support all Tier I, II and III schools. The OSR will work closely with our NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.</p> <p>2. Redesign team becomes part of school (ongoing support) by Redesign members becoming SLT members if they are working in the school. They will run for reelection for 2012-13.</p> <p>3. Collaboration with SED Liaison</p> <p>4. Ongoing support with Higher Educ. Partners, International Baccalaureate, SU, and SUNYS</p> <p>5. District site reviews and walk through visits</p> <p>6. District provided support and</p>	<p>1. The OSR is established and operational.</p> <p>2-8. July 2011-June 2014.</p>	<p>1. The operating costs of the Office of School Reform are supported by the District's Cohort I PLA budget.</p> <p>2-8. No cost</p>

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

	<p>personnel for targeted professional development.</p> <p>7. Monthly leadership academies for administration</p> <p>8. Summer leadership institutes for administrators and SLT members</p>		
Permissible Activities: Providing operational flexibility and sustained support			
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)
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	1. SLTs were contractually established 2 years ago as the shared decision making body of the school. The SLT is composed of the administrative team plus elected Unit I members. The SLT has 3 sub-committees by contract: Professional Development, Labor/Management, and Discipline/PBIS. 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 Educational Plan (CEP) which will incorporate all of the tenets of the Redesign Plan.	Ongoing with the Redesign Team members who stay at Corcoran becoming part of the SLT for the 2011-14 school year and run for re-election in May 2012	The District's general fund budget and Title I STEM/ELA/PAID/Leadership grant covers the cost of teachers' extensions of service and employee benefits for the SLT to meet outside of school hours. (see budget narrative other funding).
Implementing a per-pupil school-	The District will ensure that all	The District has already begun	To be determined

APPENDIXB: SCSD Implementation Plan for the Transformation Model at Corcoran High School

based budget formula that is weighted based on student needs	funds targeted to PLA schools will be allocated as outlined in this plan as well as other funding sources noted in the SIG application.	funding the PLA schools by incurring costs of the Redesign Team members' stipends at \$2,000 per member.	
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	<ul style="list-style-type: none"> ✓ Say Yes to Education ✓ Syracuse University ✓ SUNY Oswego (we are currently establishing partnership) ✓ SUNYESF ✓ Various businesses internships ✓ 100 Black Men ✓ Mentors for Manhood ✓ Syracuse Area Black Nurses Association ✓ Business Partnerships ✓ Image Initiative-Clear Channel 	July 2011-June 2014	No cost

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

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount provided by other sources, to be LEA will
\$7,727,627	\$5,804,760	\$1,922,867

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, 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.

As addressed in Section B/Item 1, the District began working collaboratively with the teachers' (Syracuse Teachers Association-STA) and administrators' (Syracuse Association of Administrators' and Supervisors-SAAS) unions in December, 2010 for the purpose of jointly developing and supporting the redesign of three PLA high 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).

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, we have agreed that

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) PLA high 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.
- 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.
- Use the growth model as one of the measures for teacher and administrator evaluation.
- Provide embedded professional development aligned with the Redesign Plan and supported by assigned coaches
- Fully mandate and monitor the 4-Tier (RTI) Framework with identified interventions and to monitor progress and fidelity of implementation of the interventions.
- Engage parents by strengthening PTOs, 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.
- Office of School Reform will facilitate, monitor and hold 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.