APPENDIX B: TRANSFORMATION MODEL

LEA Implementation Plan for the Transformation Model

Number of students: 1,316

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

Needs Assessment Process	List Data Analyzed	Major Findings
The Nottingham School Redesign Team reviewed data prepared by the District's Information Technology Division. In addition the team used information that had been previously gathered by the School Leadership Team (SLT) team (including the NYSED school report card, American Institute of Research Nottingham School Profile (AIR) reports, site visits by district personnel). In addition, the SLT (the contractual governance body of the school) used the Pathways Toolkit developed through the support of a Ford Foundation Planning Grant in the needs assessment process. School data was gathered and analyzed to determine gaps between established standards and goals and actual student performance. The SLT used SCSD internal site review data and the Joint Intervention Team report to assess the level and quality of teaching and learning. The review process included analyzing the data to identify trends and patterns, applying Root Cause Analysis	• New York State Report Card • SCSD Internal Site review data • AIR reports • Team meeting notes • Regents exam results • Gates McGinty Reading Test scores • Comprehensive Test of Basic Skills (CTBS) in mathematics scores • NYSESLAT Data • JIT Report • Program data/analysis of effectiveness in meeting student needs and fidelity of implementation	From the JIT report: • Teachers evidence good content knowledge, but teaching quality is uneven, therefore there is a need for targeted professional development (PD) as determined by data analysis, supportive supervision and coaching to improve teaching and learning. • The current master schedule does not include sufficient planning and collaborative meeting time. • There is a need for a consistent behavior management system as evidenced by inconsistent enforcement of the school policies and therefore, a need for the creation and implementation of a PBIS system for the school. • There is a need to track and analyze individual student data and create support systems to address student needs. From the school report card: • The graduation rate for the 2005 cohort was 57% after four years and 63% after five

Strategy, identifying needs and developing program recommendations. Analysis and plan development targeted the major findings and recommendations identified in the Joint Intervention Team Report. These were prioritized to meet the most critical needs.		years. This is below State or local standards. This statistic folds in a dropout rate of 9%. • Achievement on required NYS Regents exams indicates that students are not prepared to meet State standards on State Benchmark assessments. • The percentage of students receiving a Regents diploma is 64% and the percentage of students entering 4-year colleges is 36%. • Student attendance of 90% is slightly lower than the expected student attendance rate of 95% and the District average of 94%. • The student suspension rate is 21% • Mastery rate on state assessments indicating college readiness in course work includes: ELA- 14%, Algebra- 1%, Global Studies 9%, United States History 14%, LER 6%

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

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

The transformation plan for Nottingham High School addresses the following needs of the data analysis:
1. Three Smaller Learning Communities (SLCs) will be established that allow for a smaller group of students to have contact with a consistent group of teachers throughout their education at Nottingham.
2. Revise the master schedule to increase learning time.
3. Mandate attendance at a five-day summer Staff Development Institute focusing on Educational Research &Design strategies, teaming strategies, data, PBIS and Understanding by Design (UbD) in year one and a 3-day summer institute in 2012 and 2013.
4. Institute job embedded professional development through the Peer Coaching model.
5. Replace the current administrative leadership team with a new team.
6. Implement staff developed Positive Behavioral Interventions and Supports (PBIS) to create a positive learning community.
7. Each SLC will have one Vice Principal and one School Improvement Manager (SIM).
8. Develop a master schedule that ensures common planning time.
9. Continue to strengthen, expand, and provide training for instructors teaching college-level courses (SUPA, SUNY, and AP).
10. Introduce flexible looping within our Ninth Grade Academy, such that students will remain with core teachers for the equivalent of first two years of high school through semester classes every day.
11. Hire content specialist teachers who will guide teachers in their instruction through team, department, and grade level content meetings focusing on interim assessments, analysis of assessment data, and strategies for re-teaching based on assessment data analysis.
12. Develop a schedule that allows for whole group professional development at least twice a week. This time will be used for targeted professional development based on teacher and student data, book studies, and team planning time.

13. Expand and refine the use of technology in the classroom by making technology available and providing training for teachers in the effective use of technology.
14. Offer support for high level coursework through implementing the following programs:
    - ✓ Advancement Via Individual Determination (AVID)
    - ✓ Say Yes to Education Tutoring
    - ✓ Hillside Work Scholarship Connection
    - ✓ Upward Bound
    - ✓ Liberty Partnership Program
15. Assessing each student every six weeks using benchmark exams to drive instruction and monitor progress. This will allow staff to make sure that each student is achieving at his/her highest level of competency.
16. In a phase-in period, an Individual Leaning Plan (ILP) will be created for each student. The ILP will allow teachers, working in the small groups previously described, to monitor and adjust students programming according to the information collected using state assessments, benchmark data, and behavioral data.
17. The Redesign Team also recommends developing a system of job embedded professional development using a backmapping model with teachers' data being the deciding factor of which areas teachers will receive professional development. In order to accommodate a major finding of the JIT report, all teachers will receive training in American Federation of Teachers' (AFT) Educational Research and Dissemination (ER&D) coursework.
18. Literacy across the content areas will be a focus in ER&D. The expectation is that all teachers are teachers of literacy.
19. Improve communication with feeder schools in the quadrant by creating a Quadrant Coordinating Committee that will work with all quadrant schools to develop and implement an expanded 8th grade orientation. Including:
    - ✓ Representatives from the QCC will meet with Parents of 6, 7 & 8th grade students from all quadrant feeder schools in October to provide information and open a dialogue about transition to high school
    - ✓ Teachers and School Counselors from Nottingham will meet with 8th grade parents and students from all quadrant feeder schools in February to provide detailed information about course selection and scheduling.
    - ✓ In May students from all quadrant feeder schools will visit the Nottingham campus to become acquainted with the building and its activities.
20. In addition to the May campus visit, students with disabilities and ELL students with special needs will visit the Nottingham campus hosted by students with similar backgrounds to ease the transitions further for these targeted populations.
21. Create and pilot a Nottingham Academic Corporate Campus (NACC) Program that will provide after school tutoring/mentoring in STEM for Tier II students by Syracuse Research Corporation and other corporate partners.

22. Expand and support ELL Summer Reading Program: small groups tailored to specific needs, curriculum derived from entrance testing.
23. Determine that all staff development days will be utilized to support the Nottingham Redesign Plan.
24. Place additional supports at Nottingham for students with disabilities including, but not limited to strategies for the consultant teacher model, additional course offerings for Prioritized Curriculum, stretch course for Algebra, software for Text to Speech, strategies for differentiated instruction, and professional development for general education teachers around IEPs and disability awareness.

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/ **Status**
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.	June 2011 **June 2011: Mr. Maynard**
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth 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 (2) Are designed and developed with teacher and principal involvement.	1. A Data Dashboard has been developed by the District's Information Technology Division to give immediate access to staff of individual student achievement and school data. This tool will be used by teachers and administrators to inform instruction and to identify successful programming. 2. Establish a Data Analysis Subcommittee of the SLT comprised of 6 staff members, 2 from each of the three (3) houses, who will collect, collaborate and analyze data. They will communicate trends and monitor progress in the use of data by individual teams. They will meet regularly with members of the District's RTTT High School Network Team regularly to review analyzed data and target professional development identified. 3. All teachers and administration will participate in intensive ER&D training for Instructional Strategies That Work For All Disciplines.	1. July 2011-June 2014 **October 2011-access provided: Data Dashboard** 2. July 2011 – June 2014 **October 2011 committee formed from teachers** 3. Each summer and throughout the school year July 2011-June 2014 **Summer 2011 and continuous**

4.Six Content Specialist Teachers selected by the Redesign Team (one in each of the following areas: ELA, ESL, Science, Math, Social Studies & Special Education) will be hired by the Redesign Team	4. July 2011 – June 2014 **Began September 2011**
5. Professional Learning Communities that will meet during Common Planning/teacher time will be established by Content Specialist Teachers and administration assigned to curriculum and instruction who will examine data for each individual teacher and identifying the needs of each teacher utilizing the SCSD MPE Model for Practitioner.	5. September 2011 – June 2014 **Began September 2011 & is ongoing: During T/Th after school time**
6. A professional learning community will explore literature from Educational Leadership and the Understanding By Design Institute.	6. September 2011 – June 2014 **Began September 2011 & is ongoing**
7. In addition to the use of data, SLT, teacher teams, departments, and other learning communities will collaborate to analyze data, to monitor, and to adjust initiatives.	
8. Peer and Administrator observations will also be used to monitor effective practice and structures. The method and tool for observation will be the MPE. In addition, the District's TIF funds will provide Teachscape video cameras to tape lessons for use in self-reflection, CCL and to demonstrate changes in instructional practice and software will be purchased as an application to the administrators iTouch that will allow for instant recording of teachers' progress during walk throughs.	
9.The SLT will provide analyzed data and embedded instructional support and modeling of effective instructional practices aligned with data results. The SLT will assist in monitoring progress through data analysis.	

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.	1. The Principal will receive a $10,000 stipend per year for demonstrated success in school transformation efforts and improving student achievement. 2. Student achievement will be measured by the value added model to determine student achievement and the four-year graduation rate. 3. Teacher effectiveness will be measured by indications of adequate growth for his/her students as measured by multiple indicators. 4. At the end of each year, teachers whose students meet established benchmarks as outlined in the Model for Practitioners Evaluation/APPR will be deemed successful. Established expectations for success will be determined by evidence of value added as measured by multiple measures outlined in the MPE/APPR and could include, but not be limited to: Regents Exams, percentage of students passing a course, standardized tests, samples of student quizzes and other work. Those who do not meet the established expectations set by the Redesign Plan could be transferred and replaced.	1-3. September 2011-June 2014 4. May 2012-June 2014

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	1. Teachers and staff will receive the option of compensation for participating in workshops and conferences supporting required professional development initiatives outside of the school day.
	  ✓ Hourly rate for professional development
	  ✓ In service credit
	2. Teachers and staff will receive compensation for participating in workshops and conferences supporting required professional development
		1. July 2011-June 2014
		Began July 2011 & is ongoing
		
		2.Sept. 2011 –June 2014
		Began September 2011 & is ongoing

	initiatives. The following options are available: ✓ Compensation for active membership on NHS PLA defined teams (example: ILP/PBIS/RTI Team) ✓ 30 in-service credit hours for participation in Peer Coaching/ER&D/PBIS or other targeted areas in the PLA plan. 3. Create a "Tech bank" for teachers and staff to apply to in order to infuse technology into instructional practice. Teachers would apply to the SLT for technology such as smartboards, banks of computers for student use, document cameras, and other related technology. Application approval will be based on proven need, and observations from administration and content specialists. 4. Teachers will be required to participate in professional development as part of the technology implementation. 5. Classroom teachers and staff will have the opportunity to apply for internal grants to fund field experiences, project-based learning, and other instructional initiatives for students. SLT will design an application and process of review to award grants.	3. July 2011-June 2014 4. July 2011- June 2014 **Began September 2011 & is ongoing: Google & Smartboard Training**
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	1. Selected teachers based on need will be compensated for teaching an additional teaching block beyond their contractual obligations. As a result of the additional teaching assignment, teams will have flexibility in lowering class sizes and creating flexibility in the scheduling process to allow teachers to work with smaller groups of students.	1. September 2011- June 2014 September 2011

	2. Teachers and staff will be compensated for their participation in professional development occurring before or after the instructional day. Teachers will select professional development opportunities according to the data that is collected both individually and school wide, along with suggestions from administrators, department heads and collaborative coaching partners. 3. Teachers and staff will be compensated for their participation in the peer coaching when time beyond the contractual day is necessary to complete the process.	2. September 2011- June 2014 3. September 2011- June 2014
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	1. The building principal, and Redesign Team in the 1st year, will work with district personnel to identify, recruit and hire teachers who will work in a collaborative fashion in alignment with the plan developed here. The school will also identify dually certified personnel to hire as teaching assistant substitutes, who will fully participate in the professional development offered and be prepared to step in with long term absence or when a job opens up.	1. Staffing will be completed by June of each year, 2011-2014
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.	1. An Individual Learner Plan (ILP) will be designed for each student. Teachers will coordinate with the ESL or Special Education Departments to ensure alignment with ELL ILP or Sp. Ed. IEP. 2. Use diagnostic and formative assessments to monitor progress toward the ILP and to implement immediate and targeted intervene-tions to address	1-6. Sept. 2011 – June 2014

	student learning needs. 3. Use summative assessment to measure achievement of ILP goals. 4. Use the template (spread sheet) developed by the National High School Center as an instrument that helps to determine whether students are on or off track for graduation and use the District's 4-Tier Framework (RtI) Model to develop an ILP for struggling students. URL: http://www.betterhigh schools.org/default.aspBrockton 5. ILP/PBIS/4TF Team will examine discipline data on a monthly schedule to identify behaviors that interfere with student progress. They will work closely with other staff and instructional coaches to monitor and adjust the PBIS framework and ensure appropriate interventions and student incentives are available. 6. Use of SCSD Data Dashboard by staff to progress monitor and inform instruction.	
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	1. Student performance data will be reviewed by the School Leadership Team (SLT) on a quarterly basis with the support of the RTTT Network Team. Walk-through data collected through the use of the iTouch APPR application, CCL and department/grade level team sharing and looking at student work (quality of assignment as well as student performance) and alignment with Curriculum and new CCSS will be also be reviewed. 2. Talent Development Coaches and the building	1-3. September 2011-June 2014

	Instructional Coach will regularly visit classrooms to provide feedback to teachers. 3. Access of Data Dashboard regularly by administrators, teachers and central office administrators 4. Directors of High School and School Reform will conduct walk-throughs and provide feedback to the principal and SLT. (also RTTT Network Team) 5. Administrators will develop a schedule and conduct walk-throughs of classrooms daily ensuring all classrooms are visited at least once a week and record walk-through observations on iTouch using District's APPR application. This will be monitored by the Dir. of High Schools. 6. Administrative team will schedule a weekly meeting to review information gathered from walk-throughs, review data and plan for the following week.	4-5. Weekly walk-throughs and monthly SLT meetings, beginning October 2011 and ongoing **Began October 2011 and is ongoing** 6. Weekly, September 2011-June 2014 **Began September 2011 and is ongoing**
Implementing a schoolwide "response-to-intervention" model	1. Full adherence to the District's 4-Tier Framework (RTI) that identifies academic and behavioral interventions that must be put in place for students on Tiers 1-4. ✓ Form an ILP/PBIS/4TF Coordination Team. This team will consult with SCSD RTI Facilitator for NHS design guidance, and to provide an overview of the Four Tier Framework. (April 2011) ✓ The NHS 4-Tier Framework will be presented to the entire NHS staff and administration. Research base: www.pbis.org (June 2011) ✓ The ILP/PBIS/4TF Coordination team will design the initial frameworks and reflect on	1. April 2011 – June 2014

	staff/administrative feedback to refine templates and further define expectations, processes, timelines, and procedures for full implementation. The team will meet no less than bi-weekly to monitor the implementation and data. ✓ Progress monitoring timeline for 2011-12 will be defined by the coordinating team (October 2011) ✓ SLC Communities will have funds to encourage positive behavior to purchase prizes, purchase food for parties, supplies for certificates (October 2011) 2. Design, implement, and progress monitor an online/e-school ILP for each student. This will be accomplished through a three-year phase-in plan. ✓ The ILP/PBIS/4TF Coordination team will collaborate with the SCSD Instructional Technology Division (IT) to design an eschool computer based ILP template accessible to all school staff. Complete the draft design that will be presented to staff. ✓ ILP Progress monitoring timeline for 2011-14 will be interim periods and end of marking period ✓ During the 2011-12 school year the following groups will have an ILP: all 9th graders; all SWDs and ELLs; and 10th graders who are failing three or more courses after the first marking period. ✓ During the 2012-13 school year the following groups will have an ILP: all 9th graders; all 10th graders; all SWDs and ELLs; and 11th graders who are failing three or more courses after the first marking period. ✓ During the 2013-14 school year the following	2. August 2011- June 2014

	groups will have an ILP: all 9th – 12th graders; all SWDs and ELLs. 3. Design, implement, and progress monitor SCSD Positive Behavioral Interventions and Supports (PBIS) system and integrate with the 4-Tier Framework. The PBIS Model defines universal expectations for positive student behaviors (www.pbis.org) ✓ Form an ILP/PBIS/4TF Coordination Team. This team will consult with SCSD PBIS Facilitator (M. Vinciquerra) for NHS design guidance and to provide an over view of the SCSD PBIS Framework. ✓ The NHS PBIS framework (matrix) will be presented to the entire NHS staff and administration. ✓ The ILP/PBIS/4TF Coordination team will design the initial frameworks and reflect on staff/administrative feedback to refine templates and further define expectations, processes, timelines, and procedures for full implementation. The team will meet no less than bi-weekly to monitor the implemen-tation and data throughout 2011-12. ✓ Progress monitoring timeline for 2011-12 will be defined by the coordinating team ✓ PBIS matrix, incentives and assemblies will be reviewed monthly. 4. Hire three fulltime School Improvement Managers who will work with the PBIS team in addition to handling disciplinary referrals and maintaining a safe, orderly school environment. This will enable the Principal to fully concentrate on improving	3.August 2011 – June 2014

	instruction through data analysis and program monitoring.	4. April 2011 – June 2014
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	1. During the summer and throughout the school year, ER&D training will be mandatory and available at different times with follow-up and support daily to those trained. Special education training on IEPs will also be available during this school year for both special educators and general education teachers. Support and training provided by District/NHS ER&D special education and ESL. ✓ Provide PD in effective strategies for the continuum of special education services (Resource, Consultant Teacher, Prioritized Curriculum, self-contained) ✓ Provide PD for general education teachers in effective strategies for ELLs. ✓ Provide PD in differentiated instruction, teaching strategies in content areas for prioritized curriculum. ✓ Provide PD in how to access and read an IEP and disability awareness for general education teachers. 2. Extend prioritized curriculum in the core content areas. ✓ Algebra will meet every day for students who obtain a mid-three and below on 8th grade math assessment 3. Design, implement and monitor benchmark assessments in each of the four content areas at 5 week intervals (Mid and end points of every marking period). We request that the benchmarks be generated by the CIA division to ensure consistency throughout the schools. 4. Solo Suite Software for word prediction and speech to text for all SWDs and ELLs.	1. June 2011 – June 2014 2. SCSD presently developing 3. July 2011- June 2014 4. July 2011- June 2014 5. July 2011- June 2014 6. July 2011-June 2004

	5. Students will be provided with their testing accommodations according to their IEP. 6. PD for special education and ELL teachers on assistive technology.	
Using and integrating technology-based supports and interventions as part of the instructional program	1. As detailed on pages 26-29, the ILP/RTI/ PBIS Coordination team will collaborate with the SCSD Instructional Technology Division (IT) to design, implement and progress monitor an e-school computer-based ILP for each student accessible to all school staff. 2. Purchase up to 30 Netbooks or laptops to be used to design, implement and Monitor ILP's and PBIS, as well as support Smart room technology. 3. Explore researched based programs that will support AIS opportunities. SLT will evaluate programs year 1 and design implementation in years 2 & 3.	1. June 2011- June 2014 2. All laptops/netbooks available to staff September 2011 3. Research year 1, purchase program end of year 1, implement program years 2 & 3
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	1. Nottingham students will be provided with the following ECHS opportunities programs with solid entrance requirements (For example: prerequisite courses, competency-level Regents grades, SRI scores, teacher recommendations) determined per class by department, for enrollment: ✓ AP Courses ✓ Dual credit courses through SUPA Syracuse University), Bryant & Stratton, OCC, ✓ Le Moyne, ESF & RIT/ Project Lead The Way ✓ On campus credit courses through the Partnership for Better Education ECHS program ✓ Career Internship Opportunities, career exploration, college visits, service learning,	1. September 2011-June 2014

prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;	career fairs. ✓ Fieldwork and project-based experiences to enrich coursework and encourage inter disciplinary teaching. Teachers will collaborate in the team/house structure to work together on creating authentic learning experiences for students. 2. Restructure and continue a more rigorous AP Bridge Program. 3. The SLC Career Counselor will facilitate career exploration and skill/interest assessments, establish credit-bearing internships, and organize college visits. 4. Provide district CTE program for Business and Finance. This is a strand of thirteen related courses emphasizing business content and skills. 5. Restructure, strengthen and expand Syracuse as Schools Program. This will include the development of a Construction Trades internship program with the City of Syracuse. 6. Pilot a Nottingham Academic Corporate Campus (NACC) Program that will provide after school tutoring/mentoring in STEM for Tier II students by Syracuse Research Corporation and other corporate partners. This program is modeled after a successful program in Lawrence MA that has been in operation for over 10 years. **Year 1:** 30 8th grade students 15 each from two quadrant feeder schools and will enter the program and continue through graduation. Requires one-time licensing fee, instructional materials, and	2.July/Aug. 2011-2014 3.September 2011-2014 4.September 2011-2014 5. September 2011-2014 6. Year 1: Sept 2011-Aug. 2012 Year 2**:** Sept 2012-Aug. 2013 Year 3: Sept 2013-Aug. 2014

	transportation to and from Corporate Campus. Funds for rewards are also desirable. **Year 2:** 15 8th students will be added from the third Nottingham feeder school and continue through graduation. A new cohort of 30 students from the year 1 feeder school will enter the program. All students will continue in the program through graduation **Year 3:** 45 new students will enter the program from each of the feeder schools and continue in the program through graduation. When fully functional the program will have approximately 200 students enrolled at any given time 7. Expand utilization of the Sidney Johnson Vocational Center by substantially increasing the number of students who participate in vocational training programs.	
		7. Sept. 2011- Aug. 2014
In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies	1. SLT will design Summer Bridge program for incoming 9th grade students. 2. A 3-day Freshmen orientation will be designed, by administrators and counselors, and implemented before the start of the school year. 3. Nottingham HS has been administering the Terra Nova CTBS Survey Plus (CTB/McGraw Hill) for	1. April 2011 2. September 2011 3. Complete by June of each year

	assessing math skills and the Gates-MacGinty Reading Test to assess basic literacy four times during 9th grade. This practice will be continued and the data will be used to guide the delivery of academic interventions and supports.
	This test battery will also be given in May for 8th graders in all quadrant feeder schools. These scores will be delivered by the IT department to Nottingham to assist in 9th grade placement. Other data to be delivered as part of this data package should include:
	  ✓ SRI scores
	  ✓ Report cards
	  ✓ ELA & Math scores
	  ✓ Referrals, suspensions and other relevant behavior data
	  ✓ IEP summary
	4. The Quadrant Coordinating Committee will work with all quadrant schools to develop and implement an expanded 8th grade orientation:
	  ✓ Representatives from the QCC will meet with Parents of 6, 7 & 8th grade students from all quadrant feeder schools in October to provide information and open a dialogue about transition to high school
	  ✓ Teachers and School Counselors from Nottingham will meet with 8th grade parents and students from all quadrant feeder schools in February to provide detailed information about course selection and scheduling.
	  ✓ In May students from all quadrant feeder schools
		2011-2014
		
		4. April 3011- June 2014

	will visit the Nottingham campus to become acquainted with the building and its activities. ✓ In addition to the May campus visit, students with disabilities and ELL students with special needs will visit the Nottingham campus' 5. Summer institutes: reading/ writing and STEM. Enrollment targeted at determined by 8th grade standardized test scores and teacher recommendation.	
	6. The NHS Data Analysis Team will work with the District RTTT Network team to provide an analysis of longitudinal tracking data to compare the progress of ELL students through feeder system with ELL students who enter Nottingham directly. This data will be used to guide decisions about the implementation of programs on a quadrant basis to address the needs of ELL students and their families. 7. Syracuse University, in conjunction with the Woodrow Wilson Foundation, will provide tutors for NHS freshman in all core content areas. SU tutors will provide specific expertise and will provide specific help for students who are struggling with course work as well as providing acceleration for students who are achieving but would benefit from additional content information.	5. July/August 2011, 2012 & 2013 6. Sept. 2011-June 2014 7. Sept. 2011-June 2014
In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies,	1. The following programs will be offered for re-engagement strategies: ✓ Mandatory every day Algebra course for incoming 9th graders who did not pass Regents	1. Sept. 2011 –June 2014

smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills	Algebra in 8th grade. This course bears 1 credit math and 1 credit TAM. ✓ Mandatory every day Algebra course for repeater 9th graders who did not pass the Algebra Regents. This course bears 1 credit math and 1 credit TAM. ✓ Mandatory every day Geometry (Tag-Geometry) for 9th grade students who do not score an 80 or higher on the Algebra Regents. ✓ Inclusion Classes ✓ Resource Support ✓ NACC 2. ELL Summer Reading Program: small groups tailored to specific needs, curriculum derived from entrance testing: requires 3 teachers and 1 TA 4hr/day, 4days/wk for 5 weeks. Bussing, breakfast and lunch provided, academic need based, 4 days for several weeks, exit testing. 3. End of Academic year 1-3: Summer School Bridge Program: focus on reading and study skills, one week course (2 hrs. daily) For students who failed two or more subjects. Requires 1 teacher for every 30 students 4.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. 5.The following will be evaluated for efficacy by the District's IT Division : ✓ Fast For Word	 2. August 2011-2013 3. August 2011-2013 4. April 2011-June 2014

	✓ Johns Hopkins Freshman Seminar This data will determine which programs are kept and which are eliminated. 6.For students whose ILP includes Post-Secondary Vocational Education the following programs will be offered: ✓ NACC ✓ Vocational Ed opportunities ✓ Vocational Internship Incentive Program (VIIP) ✓ Non-traditional classroom environment mentor teacher based program is a Smaller Learning Community designed for students who have not thrived in a traditional academic setting (yet have acquired at least one credit in English, Math, Social Studies, and Science) and who are interested in vocational education. Students spend mornings working on required class work for graduation. The afternoon is spent in paid or unpaid internships for a trade. The internship aspect works as both an incentive for achieving in school, can be credit bearing and works toward a vocation. Requirements: students must be on-track to graduate (have at least one credit in English, Math, Social Studies, and Science); Must be Juniors or beyond. Must agree to a behavior and attendance contract. These students will be teamed in core subjects. Their classes will be in the morning and afternoons will be	5.August 2011-2012 6.September 2012-June 2014

	spent in internships. Year 2: 20 student pilot program. Year 3: Expand to 40 students. ✓ Better utilization of the Sidney Johnson Center ✓ Business CTE Finance Strand has one required introductory course that will be taken in 9th or 10th grade. If coupled with a 4 or 5 course sequence and a one-credit internship this counts as a CTE certification and waives the foreign language requirement for graduation. Available by year two: ✓ Marketing Strand (not yet Board approved) ✓ Computer strand(not yet board approved) 7. For Identified At-Risk Juniors and Seniors: ✓ Select 20-30 Members of 2012 cohort and 20-30 of 2013 cohort as at- risk. Priority given to borderline students who are in more than one of our subcategories currently missing AYP as defined in NYS Report Card: ✓ Match student with "best fit" teachers as teachers of record. ✓ Monthly meeting with student, parents, teacher of record, guidance counselor. ✓ Set goals, monitor attendance, behavior, academics. ✓ Adjust as required. ✓ Provide any services needed: tutoring, legal, mental health, medical, etc. 8. For students who require Credit-recovery the	7. September 2011-2014

	following programs will be offered: ✓ PLATO ✓ Mandatory Summer School ✓ Restructure the Extended Learning Day Program (afternoon school) for students who: work during the day, are parents, have not been successful in traditional classroom environments, need an extra course that does not fit in the schedule, need credit recovery. These students would sign off on a contract for behavior and attendance to make sure that those involved are vested. ELDP teachers will also benefit from attendance secretary's labors (See other section) ✓ Repeater Classes for core subjects: We will not reinsert repeaters into an environment where they have already failed. Teachers of these sections will spend summer analyzing data to personalize curriculum to address student needs. Repeater sections will have: smaller class sizes, attendance/ behavior contract, increased use of technology, Biweekly benchmarks. Will require 10 hours of extension of service time per course for data analysis and planning to differentiate instruction during the summer	8. September 2011-2014 Summers 2011- 2014

In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	1. Establish an ILP for each student : ✓ Plan will involve assessment of Reading, Writing, and Mathematics skills three or more times per year. This will be assessed by short, department created benchmarks. ✓ Students & Parents will have the opportunity to meet with their School Counselor and Teacher of record at least annually to determine long term goals: ✓ College 2/4 year ✓ Post-Secondary Vo. Ed. Identify Obstacles in the following areas: Reading, writing, math skills; grades; attendance; behavior; mental health issues; family problems; substance abuse; physical abuse; cultural differences; difficult living situation; and poverty. ILPs will help determine each students' needed supports and/or interventions for both academics and behavior using a targeted 4 Tier framework developed by the ILP/PBIS /4TF committee, and progress-monitored by teachers and staff at: • Interim Periods • End of Marking Period 2. Teachers and staff will be expected to be available to meet with students Monday, Wednesday and Friday (alternating with professional development	1-6. September 2011 –June 2014

	and collaboration time) during the time created at the end of the instructional day. (40 minutes)	
	3. The school master scheduling team will create opportunities within the school day where students will be able to meet with smaller groups of adults including Woodrow Wilson Tutors, AVID teachers, LPP Tutors, and Hillside tutors that will allow them to be supported academically as well as strengthening relationships.	
	4. The creation of a three house model smaller learning community structure will allow for the increased interaction between students and staff. The model will include the following:	
	✓ Ninth grade teams where 4 content teachers will share a group of 75-80 students and work with them throughout the freshman year. Including common planning time for the teams.	
	✓ Teachers will be able to loop with students into the 10th and possibly 11th grade years, depending on the needs of the cohort.	
	✓ Established teams at each grade level where teachers will be able to work collaboratively, monitor student progress, update and maintain individual student ILPs, and participate in shared professional development opportunities.	
	✓ 1 administrator and 2 guidance counselors who will be attached to each community.	
	✓ Equitable teams, divided by skill level and student need to create even structures	
	✓ Students in each community will have access to equitable, but distinctly targeted, academic	

| | support services including Woodrow Wilson, LPP, Hillside, AVID, Syracuse University tutors, etc.

The goal of the plan is to create SLC struc-tures so that students can identify themselves inside Nottingham High School. Personal-izing the school to support student needs.

5. The Parent Access Portal will be utilized to provide parents with ongoing access to student attendance and academic progress. IT will provide training for parents and teacher's ongoing training in the use of E-school and the parent portal.

6. Assign an additional School Counselor to provide additional social/emotional support services, as well as academic and post-secondary planning services for students within the three house model (enabling two counselors to be dedicated to supporting the 450+/- students within each house). The social/emotional supports that school counselors can provide for students in alignment with the American School Counseling Association (ASCA) National Model and the New York State School Counselor Association (NYSSCA) Comprehensive Model include, but are not limited to:
  ✓ Responsive social/emotional services: individual and small group counseling, crisis counseling, peer facilitation, consultation/collaboration, and referral
  ✓ Supporting and maintaining ILPs | |

Establish schedules and strategies that provide increased learning time	1. Regents classes that have been identified as low performing will meet everyday. 2. A scheduling committee composed of Department Chairs, Administrators, and School Counselors will be formed to create Nottingham High School's master schedule. Development of a Master Schedule for the 2011-2012 school year will begin in April 2011 in order to create a comprehensive master schedule by August 1, 2011. Create a hybrid master schedule that blends block and period scheduling and allows for three student lunch periods. Regents classes that have been identified as low performing will meet on an everyday basis. IT will create a master schedule and will work with a scheduling committee composed of Department Chairs, Administrators, and School Counselors 3. Create Alternative Academic Programs: ✓ An onsite PLATO/GED program with both morning and afternoon sessions to accommodate regular day schedules and/or participation in career education opportunities (e.g., Johnson Center)	1. September 2011- June 2014 2. Summer 2011 3. April 1, 2011- June 2014

Provide ongoing mechanisms for family and community engagement	1. Convene a Quadrant Coordinating Committee (QCC) to promote Vertical Articulation of curriculum, practices, activities and events throughout the Nottingham Quadrant. The QCC will:
	  ✓ Facilitate communication across PTSO, teachers, Admin, CBO's, Faith Based Organizations and other stakeholder groups.
	  ✓ Develop quadrant-based QIP across all buildings
		1. September 2011

	that are driven by requirements for graduation and access to postsecondary education. ✓ Develop and promote cultural codes and behavior expectations (rubric) to be used quadrant wide K-12. 2. Hire a Community Liaison to work with parents, CBO's, FBO's the business community and other community stakeholders to: ✓ Facilitate and promote timely and effective school/parent and school/community communication. ✓ Staff the QCC ✓ Develop and promote engagement of CBO's, FBO's and other community partners in improving the quality of all schools in the quadrant. ✓ Meet with service providers bi-monthly & community resources to coordinate efforts and share information. ✓ Distribute free and reduced lunch applications & other school flyers & information such as Open House to outside organizations. ✓ Coordinate parent volunteers ✓ Advocate for and develop funding and other resources from the community to support NHS and its feeder schools. 3. Utilize parent volunteers to: help greet busses, assist with movement in hallways, help monitor cafeteria/ common space activity, make calls promoting Open house and other events, organize field trips, etc. Due diligence is required on the legal and liability	2.September 2011-June 2014 3. Sept. 2011-June 2014

	parameters for this type of involvement are.	
	4.Utilize our Attendance Secretary to:	4. Sept. 2011-June 2014
	✓ Address absenteeism, truancy, tardiness, dropouts, etc. through live calls.	
	✓ Find accurate and efficient ways of contacting parents/ guardians when contact information has changed.	
	✓ A two teacher team will Conduct home visits when necessary, work with school staff and families to remediate issues causing poor attendance and tardiness, and collaborate with instructional teams and school social workers.	
	5. Provide three opportunities for students and parents to review report cards. Each parent and student will meet with a reviewer (teacher, counselor, administrator or community-based volunteers) to review progress and criteria for staying on track.	5.Sept. 2011-June 2014
	6. The Parent Access Portal provides parents with ongoing access to student attendance and academic progress. IT will provide training for parents and teachers in the use of E-school and the parent portal.	6. Sept. 2011-June 2014
	7. Create parent room so parents have a place to congregate, maintain files and resources, and use as a base of operation in the school.	7. Sept. 2011-June 2014
	8. Provide Transportation for ELL and other designated groups of parents who cannot attend Open house and other functions otherwise. Due diligence is required on the legal and liability parameters for this type of involvement are.	8. Sept. 2011-June 2014
	9. Add signage in main hallway directing parents and visitors to the main office, cafeteria, gym and other	9.Summer 2011

	likely destinations. The SLT and Principal will also work with the security personal, hall monitors and main office staff to ensure that they greet parents and visitors in a welcoming manner. 10. SLT community involvement fund. To fund events to encourage whole family involvement at the school, including: family fun nights, Pasta dinners, spirit nights for athletic events	10. Sept. 2011-June 2014
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	1. Enroll all eligible families in the School Based Health Center. 2. See items 1-7 in section above 3. The SLT and school administration shall develop a subcommittee and begin to immediately implement the Syracuse City School District Wellness Policy on Nutrition and Physical Activity (Policy #5405). In addition all student fundraising activities involving the sale of food shall follow the guidelines of the Wellness Policy and must be approved by the Wellness Subcommittee of the SLT. Sales of foods during the school day must only be sold by the school Cafeteria and SCSD Food Services. In addition the Subcommittee on Wellness will examine and begin to implement a Farm to School Cafeteria Program. 4. Contract with Hillside Work Scholarship Connection to employ a Youth Advocate designated to the school that will foster positive relationships with targeted at-risk youth and families, staff, social	1.Sept. 2011 –June 2014 2.Sept. 2011 –June 2014 3.Sept. 2011 –June 2014 **Subcommittee began September 2011** 4. Sept. 2011 –June 2014 **Began Sept 2011 & is ongoing**

	workers and probation officers. Services include case management, follow-up, in-school and after-school academic support, linkages to community resources, and daily monitoring of attendance, behavior and academic effort.	
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	1. Teachers and staff will be expected to be available to meet with students Monday, Wednesday and Friday (alternating with professional development and collaboration time) during the time created at the end of the instructional day (40 minutes).	1. September 2011- June 2014 **Began Sept 2011 & is ongoing**
	2. The school master scheduling team will create opportunities within the school day where students will be able to meet with smaller groups of adults including Woodrow Wilson Tutors, AVID teachers, Hillside tutors, that will allow them to be supported academically as well as strengthening relationships.	2. April 2011- September 2011
	3. The creation of a three house model smaller learning community structure will allow for the increased interaction between students and staff. The model will include the following: ✓ Ninth grade teams where 4 content teachers will share a group of 75-80 students and work with them throughout the freshman year. Including common planning time for the teams. ✓ Teachers will be able to loop with students into the 10th grade year, depending on the needs of the cohort. ✓ Established teams at each grade level where teachers will be able to work collaborative, monitor student progress and participate in shared professional development opportunities.	3. Begin to establish April 1 2011-embedded **Began Sept 2011 & is ongoing**

	✓ 1 administrator and 2 guidance counselors who will be attached to each community. ✓ Equitable teams, divided by skill level and student need to create even structures The goal of the plan is to create SLC structures so that students can identify themselves inside Nottingham High School. Personalizing the school to support student needs.	
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	1. Implement Positive Behavioral Interventions and Supports (PBIS), a system that offers incentives for positive student engagement and defines universal expectations for positive student behavior. The SLT PBIS team 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. 2. Establish clear behavioral expectations in positive terms and post them throughout the building. 3. SCSD student dress code will be monitored by all staff based as part of the PBIS system. 4. Assign an additional School Counselor to provide additional social/emotional support services, as well as academic and post-secondary planning services for students within the three house model (enabling two counselors to be dedicated to supporting the 450+/- students within each house). The social/emotional supports that school counselors can provide for students in alignment with the American School Counseling Association (ASCA) National Model and the New York State School Counselor	1-2. Sept. 2011 –June 2014 **Held by Academy starting Oct 2011** 2. September 2011 – June 2014 **Began Sept 2011 & is ongoing** 3. August 2011- June 2014 **Began Sept 2011 & is ongoing** 4. August 2011-July 2014

Association (NYSSCA) Comprehensive Model include:

- ✓ Responsive social/emotional services: individual and small group counseling, crisis counseling, peer facilitation, consultation/collaboration, and referral
- ✓ Supporting and maintaining Individual Learner Plans (ILPs)
- ✓ Providing all students with guidance curriculum content, in a systematic way, to acquire knowledge, attitudes, and skills to enhance their academic, career and personal/social development (e.g., harassment and bullying prevention, understanding graduation requirements, setting goals/career and college planning- utilizing Naviance, etc.)
- ✓ Coordinating and facilitating student-based groups including Peer Mediation, Sources of Strength (SOS), the Gay-Straight Alliance (GSA), etc.
- ✓ Facilitating and/or participating in Student Support Team (SST), Family Life Team, Crisis Response Team, and Wellness team meetings and activities
- ✓ Supporting alternative programs including in-house PLATO/Credit recovery programs
- ✓ Organizing transition activities for incoming 9th graders & graduating 12th gr.
- ✓ Participating in the High School SLT and/or with the ILP/4TF/PBIS committee
- ✓ Supporting a program for positive student recognition
- ✓ Participating in or facilitating educational support,

	and parent/teacher meetings www.schoolcounselor.org (ASCA National Model);http://www.nyssca.org/NYSCompModel.htm (NYSSCA Comprehensive Model)	
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	The High Schools have created a new high school schedule that virtually eliminates most study halls and ensures additional time for collaborative planning and embedded professional development. In addition, there will be three 40 minute periods per week at the end of the day where students will have the ability to meet with their teachers for additional targeted assistance. Summer programming will also be provided each year.	July 2011-June 2014
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)	The District's Office of School Reform (OSR) will support all Tier I, II and III schools. The OSR will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.	July 2011-June 2014
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	School Leadership Team (SLT) is contractually established as the shared decision making body of the school. The SLT is composed of the administrative team plus elected Unit 1 members. The SLT has 3 subcommittees by contract: Labor/ Management, Discipline and Professional Development. 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	Ongoing with the Redesign Team members who stay at Nottingham becoming part of the SLT for the 2011-12 school year and run for re-election in May 2012

	develop, implement and monitor the School Improvement Plan (SIP) which will incorporate all of the tenets of the Redesign Plan. Redesign Team members who are or become members of Nottingham's faculty automatically become members of the SLT in Year I and can run for election in Year 2 and thereafter.	
Implementing a per-pupil school-based budget formula that is weighted based on student needs	District will ensure that all funds targeted to PLA schools will be allocated as outlined in this plan as well as other funding sources noted in the SIG application.	July 2011-June 2014

APPENDIX B: TRANSFORMATION MODEL

Approximately $1.4 million of the $1.625 million for Nottingham is going to staff and benefits. How will this be sustained beyond the grant period? 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 has been working collaboratively with the teachers' and administrators' unions to jointly develop and support the redesign of the four new and three existing PLA schools using the Transformation Model. This team jointly developed the Redesign Process, the Redesign timeline, Redesign School Team members posting, the PLA staffing process and a listing of staff expectations for the Redesign School Teams to consider in their planning process (see Appendix A). There continues to be frequent communication between the Superintendent, Deputy Superintendent, and the STA and SAAS leadership regarding bargaining agreements that may need to be addressed/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. 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 new PLA schools.