

Plan Modification Template (REVISED)

Directions: Please use this template as a guide to indicate changes to the School Intervention Plan based on Stakeholder Participation. *Please add spaces for additional recommendations, as needed.*

School Name: D'Youville Porter Campus, School #3

Principal Name: Sharon Brown

Type of Plan: SIG Continuation Plan (Transformational Model)

****Please prioritize recommendations in order of importance. ****

1. Recommendation: *Please state the recommendation proposed by the CET Team.*
The Community Engagement Team (CET) recommends the following; 1.0 FTE (math)

Recommendation Rationale: *Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.*

The district inadvertently over enrolled 2 sections of D'Youville Porter Campus, School #3's eighth grade classes. One of the sections has 34 students and the other has 35 students. This is not only a safety concern, but it also makes it extremely challenging to provide the intensive, small group strategic instruction that is required as evidenced by the attached data. According to the 2014-2015 New York State Math assessment data, School #3 had a zero proficiency rate in 8th grade math. School #3's 3rd through 8th has a Level 1 indicator goal of 38% for level 2s and 3s. This recommendation is one of three, however, given last year's 0% proficiency last year, it would benefit students to have a smaller class sizes to better differentiate instruction to meet the needs of all learners as supported by research in the following section.

Supporting Information/Data: *Please provide any supporting data or pertinent information supporting the recommendation, as documented and supported by changes in the school intervention plan.*

With an additional FTE for Math, using data, the eighth grade sections will be separated into four classes, and the 7th grade sections into 6 separate classes. The smaller classes will benefit the students allowing for more hands on and intensive support for those who are struggling, as indicated in the research below:

Blatchford, P., Bassett, P., & Brown, P. (2011). [Examining the effect of class size on classroom engagement and Teacher-pupil interaction- Differences in relation to pupil prior attainment and primary vs. secondary schools.](#) *Learning and Instruction*, 21. "An observational study involving nearly 700 students in 49 schools in the UK finds that in both the early and later grades, smaller classes leads to students receiving more individual attention from their teachers and having more positive interactions with them. Classroom engagement decreases in larger classes, and this is particularly marked for struggling students at the secondary level. Students are engaged in active interactions with their teachers two to three times more often in a class of 15 compared to class of 30, and for low achievers at secondary level there is more than twice as much off task behavior in classes of 30 compared to 15. A five student increase in class size is associated with the odds of off task behavior increasing by 40% for this group. No threshold effect was observed; in other words, there is no particular class size that must be attained for positive benefits to accrue to students in smaller classes."

Dee, T., & West, M. (2011). [The Non-Cognitive Returns to Class Size.](#) *Educational Evaluation and Policy Analysis*, 33:23. "Results show that smaller classes in 8th grade lead to improvements in non-cognitive skills like student engagement, persistence and self-esteem that have been strongly linked to success in schools and

later in life. The authors estimate that in urban schools, the economic benefits from investing in smaller classes would be nearly twice the cost.”

Where in the plan has the recommendation been incorporated? Please provide the page number and section in the plan where the recommendation has been incorporated.

In Section ii, page 21, of the Educational Plan.

What are the estimated costs associated with and where will the funding come from to fund the recommendation? Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.

There is no additional funding available through the SIG Continuation Grant. The 2015-2016 budget included a math and ENL coach. In light of the fact that the over-enrollment at School #3 was an oversight at the district level, on behalf of the students and evidenced by the data which supports they are in need of intensive support in the areas of literacy and numeracy, School #3 is requesting support from the district for a 1.0 FTE (math) in the amount of: \$86,612

OR

0.4 FTE (math) in the amount of \$34,644. Although a 1.0 is recommended and needed, a 0.4 is minimally required to meet the needs of the students.

2. Recommendation: Please state the recommendation proposed by the CET Team.

The Community Engagement Team (CET) is recommending a 1.0 FTE (Science) who will focus on 8th grade Science but also support 4th grade Science utilizing a co-teaching model.

Recommendation Rationale: Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.

The district inadvertently over enrolled 2 sections of School #3's eighth grade classes. One of the sections has 34 students and the other has 35 students. This is not only a safety concern, but it also make it extremely challenging to provide the intensive, small group strategic instruction that is required as evidenced by the attached data. According to the 2014-2015 New York State Science assessment data, School #3 had a 22% proficiency rate in 8th grade science, and 34% in 4th grade science, in level 3 and above. School #3's Level 1 indicator has a goal of 44%, of level 3 and above, for 4th and 8th grade science. It would benefit students to have a smaller class size to better differentiate instruction to meet the needs of all learners.

Supporting Information/Data: *Please provide any supporting data or pertinent information supporting the recommendation, as documented and supported by changes in the school intervention plan.*

With an additional FTE for Science, using data the 8th grade sections will be separated into into four classes. The additional FTE will allow for support for in 7th and/or 4th grade science. The smaller classes will benefit the students, allowing for more hands on and intensive support for those who are struggling, as indicated in the research below:

Blatchford, P., Bassett, P., & Brown, P. (2011). [Examining the effect of class size on classroom engagement and Teacher-pupil interaction- Differences in relation to pupil prior attainment and primary vs. secondary schools.](#) *Learning and Instruction*, 21. “An observational study involving nearly 700 students in 49 schools in the UK finds that in both the early and later grades, smaller classes leads to students receiving more individual attention from their teachers and having more positive interactions with them. Classroom engagement decreases in larger classes, and this is particularly marked for struggling students at the secondary level. Students are engaged in active interactions with their teachers two to three times more often in a class of 15 compared to class of 30, and for low achievers at secondary level there is more than twice as much off task behavior in classes of 30 compared to 15. A five student increase in class size is associated with the odds of off task behavior increasing by 40% for this group. No threshold effect was observed; in other words, there is no particular class size that must be attained for positive benefits to accrue to students in smaller classes.”

Dee, T., & West, M. (2011). [The Non-Cognitive Returns to Class Size.](#) *Educational Evaluation and Policy Analysis*, 33:23. “Results show that smaller classes in 8th grade lead to improvements in non-cognitive skills like student engagement, persistence and self-esteem that have been strongly linked to success in schools and later in life. The authors estimate that in urban schools, the economic benefits from investing in smaller classes would be nearly twice the cost.”

Where in the plan has the recommendation been incorporated? *Please provide the page number and section in the plan where the recommendation has been incorporated.*

In Section ii, page 21, of the Educational Plan.

What are the estimated costs associated with and where will the funding come from to fund the recommendation? *Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.*

There is no additional funding available through the SIG Continuation Grant. The 2015-2016 budget included a math and ENL coach. In light of the fact that the over-enrollment at School #3 was an oversight at the district level, on behalf of the students and evidenced by the data which supports they are in need of intensive support in the areas of literacy and numeracy, School #3 is requesting support from the district for:

1.0 FTE (science) in the amount of: \$86,612

OR

0.4 FTE (science) in the amount of: \$34,644. Although a 1.0 is recommended, minimally a 0.4 is required to meet the needs of the 8th grade science students.

3. Recommendation: *Please state the recommendation proposed by the CET Team.*

The Community Engagement Team (CET) is recommending the following; 1.0 FTE Bilingual Teaching Assistant or a 1.0 Bilingual Teacher's Aide.

Recommendation Rationale: *Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.*

The district inadvertently over enrolled School #3's bilingual 1st grade classroom (it is the only 1st grade bilingual class in the school), which currently has 33 students. This is not only a safety concern, but it also makes it extremely challenging to provide the intensive, small group strategic instruction that is required as evidenced by data the below. This additional teaching assistant/teacher aide would support our level 1 ELA and Math indicators by providing the mastery of foundational skills necessary to support early literacy and numeracy. This is aligned to the school's level 1 indicators for ELA and Math, along with the districts goal for supporting literacy and numeracy skills. It would benefit students to have an additional bilingual educator to support differentiation of instruction to meet the needs of all learners. The 2015-2016 BOY DIBELS data reflects 97% of the students are in need of intensive reading support in English

Supporting Information/Data: *Please provide any supporting data or pertinent information supporting the recommendation, as documented and supported by changes in the school intervention plan.*

With the additional teaching assistant/aide, would allow for smaller groups to support in re-teaching of material and small group reinforcement of previously taught skills. The research below supports this effort:

Finn, J. D., et. al. (2005). [Small Classes in the Early Grades, Academic Achievement, and Graduating From High School.](#) *Journal of Educational Psychology.* "For all students combined, 4 years of a small class in K-3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. **Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes.** Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years."

Where in the plan has the recommendation been incorporated? *Please provide the page number and section in the plan where the recommendation has been incorporated.*

In Section ii, page 19, of the Educational Plan.

What are the estimated costs associated with and where will the funding come from to fund the recommendation? *Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.*

There is no additional funding available through the SIG Continuation Grant. The 2015-2016 budget included a math and ENL coach. In light of the fact that the over-enrollment at School #3 was an oversight at the district level, on behalf of the students and evidenced by the data which supports that they are in need of intensive support in the areas of literacy and numeracy, School #3 is requesting support from the district for:

1.0 FTE Bilingual Teaching Assistant or Bilingual Teacher Aide is \$35,225.

