

September 23, 2015

Plan Modification

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: West Hertel Academy

Principal Name: Cecelie Owens

Type of Plan: _____

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

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

3 Building Reading Teachers

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

Expected Outcomes:

- 🌀 To service a span of grade levels - (K - 2, 3 - 5, 6 - 8) to target instructional interventions for “bullseye” students
- 🌀 In K - 2 - to service 10 - 15 students that are struggling with phonics and phonemic awareness skills to ensure movement from learning to read to reading to learn
- 🌀 In grades 3 - 8 - to provide reading intervention services for 10 - 15 high level 1 students
- 🌀 To progress monitor students using DIBELS and programmatic indicators (*Journey’s/ Core Knowledge Language Arts*)
- 🌀 To monitor student growth within the 5 pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and text complexity
- 🌀 To monitor English Language Learners and Students with Disabilities for progress through the literacy pillars
- 🌀 To monitor students every 6 weeks to determine appropriate placement for Response to Intervention
- 🌀 Change core beliefs and values arising from scientifically based reading research as a foundation, while improving and adapting the school-wide reading program over the course of time

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.*

Data:

- 🌀 5% of students scoring level 3 and 4 on the ELA State Assessment
- 🌀 6% of students scoring level 3 and 4 on the math State Assessment
- 🌀 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 🌀 25% of students scoring level 2, 3, or 4 on math State Assessments
- 🌀 NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%

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- Commanding – 9%
- 🌀 ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 20%
 - Level 3 – 4%
 - Level 4 – 1%
- 🌀 Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%

Research:

- 🌀 The International Reading Association (IRA) defines a reading specialist as a teacher for students experiencing reading difficulties, as a literacy or reading coach, or as a supervisor or coordinator of reading/literacy.
- 🌀 A reading intervention teacher is a reading specialist who provides intensive instruction to struggling readers. Such instruction may be provided either within or outside the students' classrooms. Within the classroom, students will be grouped based on formative assessments that identify a literacy deficiency. This may include, but is not limited to: phonemic awareness, phonics, fluency, vocabulary, and text complexity deficiencies. "Small-group supplemental instruction is particularly important for student who are in the "strategic" or "mildly at risk" range" (LETRS, module 1 pg. 87).
- 🌀 Throughout the 1990s, the National Institute of Child Health and Human Development (NICHD) characterized reading difficulty as a major public health concern that deserved high priority on the nation research agenda (LETRS, module 1 pg. 5). The devastating educational and social consequences of reading failure can often be prevented (LETRS, Module 1 pg. 6). Emphasizing classroom instruction and supplemental intervention programs have found that all but 2 – 5 percent of children can learn basic reading skills in first grade.

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.*

Intervention Plan:

- 🌀 Pages 28- 29, 33, on SIG continuation application
- 🌀 Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, the skills that teachers will have as a result of the building reading teachers are:

- 🌀 Differentiating lessons based on granular data points
 - Creating accurate intervention groupings
 - Targeting students based on literacy skill deficiencies
- 🌀 Increased student engagement through the targeted practice of literacy skills
- 🌀 Planning for the accurate knowledge of typical developmental characteristics of the age group
- 🌀 Share cross-disciplinary content and connect with other educators
- 🌀 Maintenance of targeted students scoring levels high 1s on State Assessment

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- ☛ Maintenance of targeted ENL students entering into the country (SIFE)

NOTE: School based budget will maintain one of the three reading teachers through the third year to sustain student growth.

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.

- ☛ 85,000 x 3 = \$255,000

2. Recommendation: Please state the recommendation proposed by the CET Team.
0.6 Integrated Technology Coach

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

Expected Outcomes:

- ☛ Quality integration of technology into classroom lessons
- ☛ Increase literacy in reading, writing and number sense
- ☛ Assurance of Common Core aligned lessons creation
- ☛ Facilitated conversations using data to drive instructional decisions
- ☛ Targeted instructional practices for English Language Learners (ELLs) and Students with a Disability (SWD)
- ☛ Embedded professional development and support in planning lesson with the use of technology
- ☛ Increase knowledge in Parent Portal
- ☛ Point person for Apple initiative (1-1 integration in grade 3 – 8 and 8 iPads in each classroom grades PreK – 2)
- ☛ Usage of Schoology as a professional learning network for teachers, parents and students

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.

Data:

- ☛ DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- ☛ DTSDE 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- ☛ DTSDE 4.2 - School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- ☛ DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- ☛ DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

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Research:

- ☛ The purpose of the Instructional Coaching Model is to help close the achievement gap and accelerate learning for **all** students by building teacher capacity through implementation of effective instructional practices (Casey, 2008).
- ☛ The technology coach will be an integral part in promoting literacy through all content areas. The use of technology can begin to open the literacy block that many students face as a direct result of not knowing the language and/or a learning disability. This coach will be supporting teachers through grade bands (as described above) to promote student achievement through effective implementation of instructional strategies through a PD model (“Teaching, Coaching, Community” University of Kansas, Center for Research on Learning).
- ☛ Through the targeted training of *My Digital Voice*, District instructional resources and strategies for integrating them into the curriculum, teacher will be able to access a variety of materials to more effectively differentiate instruction in order to accommodate the needs of a diverse students population, increase student motivation through the use of multi-media resources, and improve effectiveness and efficiency of instruction through electronic linkages of learning resources to learning standards.

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.*

Intervention Plan:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, the skills that teachers will have as a result of the Technology Coach are:

- ☛ Planning with 21st Century Skills – including but not limited to technological tools for instruction
 - Small grouping
 - Data collection to inform grouping
 - Incorporate perspectives from variety of disciplines
 - Technological tools and communication strategies to engage each student
 - Embed communication strategies in the planning and implementation process
 - Engage students in their own learning to become critical users of quality information
- ☛ Increased student engagement
 - Use of technology to drive informed lesson planning
- ☛ Planning for the accurate knowledge of typical developmental characteristics of the age group
- ☛ Share cross-disciplinary content and connect with other educators
- ☛ Increase technology integration 3 – 8 with Apple and Dell products
- ☛ Increase professional networking through technology
- ☛ Increase parent portal usage
 - Ensure a bridge between the home to school
 - Connect parents, teachers, students and stakeholders to current academic and social/emotional progress

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.*

- ☛ $85,000 \times 0.6 = \$51,000$ – receivership monies

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

- 🌀 1 Closing the Gap Site Facilitator
- 🌀 1 Family Health Services - Family Specialist

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

Expected Outcomes:

- 🌀 Decrease in suspensions
- 🌀 Decrease in classroom behavior ODRs
- 🌀 Increased parent involvement in school activities
- 🌀 Increased home visits
- 🌀 Increased tier 1 monitoring
- 🌀 Decreased tier 2 students
- 🌀 Service coordination and ensuring that services provided are focused and comprehensive
- 🌀 Making appropriate referrals to in-school or external providers
- 🌀 Providing support for BPS primary prevention strategies (PBIS, Safe and Civil)
- 🌀 Developing relationships with potential partner providers and community resources
- 🌀 Acting as the on-site team leader for the student-family resource center

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.

Data:

- 🌀 Suspension data
- 🌀 Last year's ci/co data
- 🌀 Family visits
- 🌀 Social emotional group meetings

Research:

- 🌀 Aligned with goals targeting increased attendance and reduced behavioral disciplinary actions, Catholic Charities/Say Yes Buffalo team members called Family Support Specialists, coordinate community and school-based services and resources (including basic needs, healthcare, behavioral health services, mentoring, after school programs) for students and families to alleviate underlying factors impacting student attendance and behavior.
- 🌀 They conduct home visits as warranted. Home visits afford parents the opportunity to be more actively engaged in their child's academic success despite transportation, mobility, financial and child care barriers. Further, Family Support Specialists encourage and coach parents to both increase their engagement in their child's education and strengthen their relationship with the school.
- 🌀 "Social and Emotional learning (SEL) plays important roles in influencing these nonacademic outcomes, SEL also has a critical role in improving children's academic performance and lifelong learning" (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).

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- ☞ “Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).
- ☞ “Researchers have found that prosocial behavior in the classroom is linked with positive intellectual outcomes (E.g., DiPerna & Elliott, 1999; Feshback & Feshback, 1987; Haynes, Ben-Avie, & Ensign, 2003; Pasi, 2001) and is predictive of performance on standardized achievement tests (e.g., Cobb, 1972; Malecki & Elliott, 2002; Welsh, Park, Widaman, & O’Neil, 2001; Wentzel, 1993)” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).
- ☞ “Family support and involvement are associated with student engagement. Statistically significant home correlates of school completion include the presence of study aids, high educational expectations and aspirations, and parental monitoring and participation. Student who perceived greater parental support during and after the transition to high school had significantly higher belonging” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).

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.

Intervention Plan:

- ☞ Page 4 on SIG continuation application
- ☞ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, the skills that stakeholders will maintain to help with student social emotional needs are:

- ☞ Creating lessons that deal with character education
- ☞ Maintaining parent contact through multiple mediums

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.

- ☞ 70,000 x 1 = \$70,000 – receivership monies
- ☞ 50,000 x 1 = \$50,000 – receivership monies

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

- ☞ PreK – CKLA materials

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

Expected Outcomes:

- ☞ Change core beliefs and values arising from scientifically based reading research as a foundation, while improving and adapting the school-wide reading program over the course of time
- ☞ 100% sound to letter recognition
- ☞ Increased background knowledge
- ☞ Increased complex speech patterns

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 100% letter recognition

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.

Data:

 5% of students scoring level 3 and 4 on the ELA State Assessment

 DIBELS data

o Kindergarten:

MOY	Phoneme Sound Fluency	Nonsense Word Fluency
<i>Benchmark</i>	25	19
<i>Strategic</i>	13	19
<i>Intensive</i>	62	62

EOY	Phoneme Sound Fluency	Nonsense Word Fluency
<i>Benchmark</i>	20	16
<i>Strategic</i>	11	33
<i>Intensive</i>	69	51

o 1st grade:

BOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
<i>Benchmark</i>	24	0
<i>Strategic</i>	27	62
<i>Intensive</i>	49	37

MOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
<i>Benchmark</i>	46	27
<i>Strategic</i>	28	17
<i>Intensive</i>	26	56

EOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
<i>Benchmark</i>	58	21
<i>Strategic</i>	12	30
<i>Intensive</i>	30	49

o 2nd grade:

BOY	Fluency (DORF)	Accuracy
<i>Benchmark</i>	65	0
<i>Strategic</i>	12	47
<i>Intensive</i>	23	23

MOY	Fluency (DORF)	Accuracy
<i>Benchmark</i>	65	30
<i>Strategic</i>	16	62
<i>Intensive</i>	19	8

EOY	Fluency (DORF)	Accuracy
<i>Benchmark</i>	63	62
<i>Strategic</i>	16	9
<i>Intensive</i>	21	29

 25% of students scoring level 2, 3 or 4 on ELA State Assessments

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 NYSESLAT – K – 8 proficiency percentages:

- Entering – 28%
- Emerging – 20%
- Transitioning – 12%
- Expanding – 32%
- Commanding – 9%

 ELA – 3 – 8 proficiency percentages:

- Level 1 – 75%
- Level 2 – 20%
- Level 3 – 4%
- Level 4 – 1%

Research:

-  “...language structure accessible for teachers of reading and writing so that they can use instructional programs with confidence and flexibility” (Speech to Print, Louisa Moats, 2001).
-  “Without well-developed reading skills, children cannot participate fully in classroom learning. They are at much greater risk for school failure and lifelong problems with employment, social adjustment, and person autonomy” (Speech to Print, Louisa Moats, 2001).
-  “Approximately 20% of elementary students are very poor readers; at least another 20% do not read fluently enough to enjoy or to engage in independent reading” (Speech to Print, Louisa Moats, 2001).
-  “Most reading problems can be greatly ameliorated through appropriate instruction. According to the convergent findings of numerous studies from the 1990s, classroom teaching is the best antidote for reading difficulty” (Speech to Print, Louisa Moats, 2001).

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.

Intervention Plan:

-  Page 17 on SIG continuation application
-  Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, Core Knowledge Language Arts program will be maintained:

-  Student materials will be purchased from the school based budget
-  Continued testing to measure student growth through PreK – 2 will be maintained
-  Teacher materials will be updated as necessary through school based budget

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.

-  \$4, 142 – receivership monies

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

- 🌀 CKLA training – Trainer of trainers

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

Expected Outcomes:

- 🌀 Train all teachers on CKLA implementation
- 🌀 Train all teachers on CKLA assessment
- 🌀 Train all teachers on CKLA / DIBELS monitoring
- 🌀 One Full-Day CKLA LL Initial Product Training, to include:
 - CKLA Overview
 - Reading Research
 - CKLA K-3 Framework
 - Dual Strand Model
 - Background Knowledge
 - Decoding
 - Print Materials
 - Connecting CKLA to College and Career Readiness Standards
 - Online Resources
 - Teaching the Listening & Learning (LL) Strand
 - Listening and Reading Comprehension
 - Domains
 - Modeling and Practicing Lessons
 - Introducing, Presenting, and Discussing the Lesson
 - Extensions/Application
 - Writing
 - Supporting All Learners
 - Assessment
 - ELL Support (Supplemental Guide)
 - SS Support (Assessment and Remediation Guide)
 - Action Planning
 - Wrap-Up
 - Reflecting
 - Amplify Support
 - Evaluation

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.

Data:

- 🌀 5% of students scoring level 3 and 4 on the ELA State Assessment
- 🌀 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 🌀 NYSESLAT – K – 8 proficiency percentages:

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<ul style="list-style-type: none">○ Entering – 28%○ Emerging – 20%○ Transitioning – 12%○ Expanding – 32%○ Commanding – 9% <p>🌀 ELA – 3 – 8 proficiency percentages:</p> <ul style="list-style-type: none">○ Level 1 – 75%○ Level 2 – 20%○ Level 3 – 4%○ Level 4 – 1% <p><i>Research:</i></p> <ul style="list-style-type: none">🌀 “...language structure accessible for teachers of reading and writing so that they can use instructional programs with confidence and flexibility” (<u>Speech to Print</u>, Louisa Moats, 2001).🌀 “Without well-developed reading skills, children cannot participate fully in classroom learning. They are at much greater risk for school failure and lifelong problems with employment, social adjustment, and person autonomy” (<u>Speech to Print</u>, Louisa Moats, 2001).🌀 “Approximately 20% of elementary students are very poor readers; at least another 20% do not read fluently enough to enjoy or to engage in independent reading” (<u>Speech to Print</u>, Louisa Moats, 2001).🌀 “Most reading problems can be greatly ameliorated through appropriate instruction. According to the convergent findings of numerous studies from the 1990s, classroom teaching is the best antidote for reading difficulty” (<u>Speech to Print</u>, Louisa Moats, 2001).
<p>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.</p> <p><i>Intervention Plan:</i></p> <ul style="list-style-type: none">🌀 Attached CET monitoring of goals <p><i>Building Capacity:</i></p> <p>In the third year, post monies, Core Knowledge Language Arts program will be maintained:</p> <ul style="list-style-type: none">🌀 Key teachers that can train new teachers for programmatic implementation
<p>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.</p> <ul style="list-style-type: none">🌀 \$4,800
<p>6. Recommendation: Please state the recommendation proposed by the CET Team.</p> <ul style="list-style-type: none">🌀 4 sets of headsets with 20 attachments

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

Expected Outcomes:

- 🌐 Increased parent involvement during school
- 🌐 Increased parent usage of parent portal
- 🌐 Increased parent homework help understanding
- 🌐 Increased parent attendance at “Teach the Parent Nights”

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.

Data:

- 🌐 35% of student population speak a different language
- 🌐 Top 5 languages at West Hertel:
 - Burmese
 - Karen
 - Kareni
 - Arabic
 - Somali
- 🌐 Parent survey’s have indicated that parents want a method to interact with all aspects of school but cannot as a result of the language barrier

Research:

- 🌐 Aligned with goals targeting increased attendance and reduced behavioral disciplinary actions, Catholic Charities/Say Yes Buffalo team members called Family Support Specialists, coordinate community and school-based services and resources (including basic needs, healthcare, behavioral health services, mentoring, after school programs) for students and families to alleviate underlying factors impacting student attendance and behavior.
- 🌐 They conduct home visits as warranted. Home visits afford parents the opportunity to be more actively engaged in their child's academic success despite transportation, mobility, financial and child care barriers. Further, Family Support Specialists encourage and coach parents to both increase their engagement in their child's education and strengthen their relationship with the school.
- 🌐 “Social and Emotional learning (SEL) plays important roles in influencing these nonacademic outcomes, SEL also has a critical role in improving children’s academic performance and lifelong learning” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).
- 🌐 “Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).
- 🌐 “Researchers have found that prosocial behavior in the classroom is linked with positive intellectual outcomes (E.g., DiPerna & Elliott, 1999; Feshback & Feshback, 1987; Haynes, Ben-Avie, & Ensign, 2003; Pasi, 2001) and is predictive of performance on standardized achievement tests (e.g., Cobb,

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1972; Malecki & Elliott, 2002; Welsh, Park, Widaman, & O’Neil, 2001; Wentzel, 1993)” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).

- ☛ “Family support and involvement are associated with student engagement. Statistically significant home correlates of school completion include the presence of study aids, high educational expectations and aspirations, and parental monitoring and participation. Student who perceived greater parental support during and after the transition to high school had significantly higher belonging” (Building Academic Success on Social and Emotional Learning Zins, Joseph, et al.).

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.

Intervention Plan:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, since headsets were purchased in year 1, they will continue to allow parents to connect with the school and the school initiatives.

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.

- ☛ \$15,000 – receivership monies

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

- ☛ Harvard Transformational professional development

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

Expected Outcomes:

- ☛ Increased academic achievement
- ☛ Increased systems to help with transforming the building
- ☛ A full understanding of the perils of turnaround model
- ☛ An increased sense of leading teams
- ☛ The art of completing action plans
- ☛ Increase systems to help transform a school through a turnaround leaders lens/mindset

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.

Data:

- ☛ Identified as a persistently low achieving school
- ☛ SIG funded
- ☛ 2014 – 2015 25% proficiency ELA
- ☛ 2014 – 2015 25% proficiency math

Research:

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- 🌐 LAP LAMBERT Academic Publishing (June 29, 2010) Article Transformational Leadership: Toward a Strategy of Corporate Social Responsibility Authors Correia de Lacerda, T. Abstract Transformational leadership has been used to enhance the development of firms' strategies by focusing on the common interests of the community. This book analyzes the impact of transformational leadership and ethical integrity in firms' strategic orientation related to corporate social responsibility. A survey of the largest Portuguese firms was conducted during the second quarter of 2009; data from 50 participating firms were gathered through a self-reporting questionnaire. The results indicated that transformational leadership is positively related to a firm's strategic orientation in regard to corporate social responsibility. However, leaders' ethical integrity was not significantly linked to the adoption of corporate social responsibility practices. These findings suggest that further research is needed in regard to leaders' ethical integrity and firms' social responsibility orientation. Practitioners may also benefit from these findings by using them to transform themselves into truly transformational leaders who incorporate corporate social responsibility as a core strategic value within their firms.
- 🌐 Harvard Business Review, November 2011, <http://hbr.org/2011/11/fire-snowball-maskmovie-how-leaders-spark-and-sustain-change> Article Fire, Snowball, Mask, Movie: How Leaders Spark and Sustain Change Authors Fuda, P. & Badham, R. Abstract This article is based on an in-depth study of seven CEOs whose success in transforming themselves, their leadership teams, and their organizations was well documented. They had all seen radical improvement in 360-degree feedback on their personal effectiveness, along with significant gains for their units or organizations in financial performance, customer approval, and employee engagement. The authors discovered that one of the best ways to elicit deep and broad discussion of those key themes—and to describe the CEOs' mastery of what they had learned—was through metaphor. They share seven interdependent metaphors, four of which are outlined in this article: fire (representing ambition), snowball (accountability), mask (authenticity), and movie (self-reflection) which contain useful insights about how leaders can become more effective. The article shows real-life examples of these metaphors and how they were used and also offers a few prompts to help you kick off your own leadership transformation.

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.

Intervention Plan:

- 🌐 Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, the skills that stakeholders will maintain the transformational change are:

- 🌐 6 leads will help to create a community of transformational change agents

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.

- 🌐 30,000 – receivership monies

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

Aminata Creations: "A Taste of Africa" Cultural & Academic Enrichments: My program is an introduction to the history & culture of West Africa. In my program, I teach history of dance(s), drum rhythms, movement, songs of Senegal and Nigeria, W. Africa as well geography. Two other components include: Jewelry/Costume Design and African Cooking.

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

Expected Outcome: My service promises to offer students:

- A full performance of music, song and dances they learned during the year
- African Costumes & Accessories for performance(s)
- Speaking/Hosting Opportunities for students at performance(s)
- A pre-Kwanzaa performance during Kwanzaa (possible field trip) in December
- Student performance for Black History Month
- Possible field trip for students to perform at my 7th Annual Art Show - "Image & Identity: Acknowledging Our Ethnic Roots Art Exhibition

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.

Data: Social/Emotional enhancement of student academics by teaching:

- Self-Awareness
- Self-Expression
- Self-Confidence
- Control of the body as an expressive tool.
- Comparing & critiquing are also essential to the student's ability to apply knowledge and visualize solutions.
- Dance strongly & positively affects the development of social skills and usually improves behavioral problems of at risk students.

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.

Intervention:

- Attached CET monitoring of goals

Building Capacity:

My program will improve students overall

- Social etiquette
- Classroom Behavior
- Learning capacity

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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.

- A 20 student capacity is my maximum.
- Cost for 89 days would equal \$4450.00
- Supplies: fabric for costumes, ATOA handouts.

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

- Archangel 8 Chess Academy, an affiliate of the United States Chess Federation, a 501 © (3) organization.

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

Expected Outcomes:

- Students will have a better self-esteem, feel more confident, be more responsible and respectful. Overall making them a better person and citizen of their community.
- Become better thinkers, strive for excellence, enhanced reading, memory, language and problem solvers.

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.

Data:

- Chess brings together children of different ages, races and gender. Chess helps build individual friendships and also school spirit when children compete together as teams against other schools. Chess also has increased motivation, improved behavior, better self –image, and even improved attendance.
- The Archangel 8 Chess Academy has been recognized by the Buffalo News, WKBW TV Media chess story, Mayors of Buffalo and Lockport, achieved two national scholastic team trophies, has currently the 2015 NYS Scholastic Elementary Chess Champion, the first to assemble an all girls national chess team for the All Girls National Chess Championships, and other individual award at their respective schools.

Research:

- These conclusions have been backed up by educational research. Studies in the USA and Canada. Studies (1990-1992) in New York City Schools Chess programs produced statistically significant results concluding that chess participation enhances reading performance. Educator Dr. Calvin F. Deyermond, Assistant Superintendent for Curriculum and Instruction for the North Tonawanda City School District, wrote: “Chess develops intellectual, esthetic, sporting, decision making, concentration, and perseverance skills. We have seen the effects of this wonderful game in our classroom and as an extracurricular activity.”

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.

Intervention:

-  Attached CET monitoring of goals

Building Capacity:

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- Bulletin board, message board with photos of students engaged over the chess board. Friendly competition over lunch to show other students. A monthly in-house scholastic chess tournament.
- Inviting other outside chess clubs and teams to a USCF sanctioned chess tournament will bring in the PTA, parents, and media. Chess news articles in weekly magazines.

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.

- Approximately one hundred (100) students.
- 89 days times \$200 per session for a total of \$8,900. – receivership monies
- Ten (10) Chess sets, algebraic vinyl boards, tournament chess bags, digital chess clocks, score books and Demonstration Chess board. Purchase USCF memberships, affiliate membership, ChessBase software, purchase ChessKid.com memberships. Chess Team shirts, trophies and awards.

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

- BWAP - Basketball With A Purpose (concept is adaptable to other activities)
- Athletic/Academic program for Grades 7-8 that helps students combine character learning with physical fitness and literacy skill building. Community leaders and parents become active participants through the 9 Minute Life Direction that begins each session

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

Expected Outcomes

- YWAP is providing 2 after school sessions per day throughout the after school program. We will provide 2 Character Coaches, Community Speakers for the 9 Minute Life Direction, YWAP Journals for participant writing, YWAP Certificates of Completion, Curriculum materials.
- All students will be expected to show demonstrable improvement through:
 - i. **Literacy Achievement** - Show improvement in understanding vocabulary words that we use and are provided by their Teachers through speaking and writing.
 - ii. **Social & Emotional Learning** - Demonstrate Positive Behavior Development as measured by their interactions with coaches, teammates and school staff.
 - iii. **Physical Fitness** - All students will learn how to maintain good health through exercise and proper nutrition.
 - iv. **Safe Schools** - All students will be expected to model behaviors learned through participation in our NBA - No Bullies Allowed program.
 - v. **Parent & Community Relations** - By inviting Parents and Community members as active participants in the after school program, we will build a bridge to better relationships with authority.

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.

Data:

Evidence on physical activity and academic achievement

- Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).24–30

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- Higher physical activity and physical fitness levels are associated with improved cognitive performance (e.g., concentration, memory) among students.^{30–35}
- More participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior (e.g., on-task behavior) among students.^{36–39}
- Increased time spent for physical education does not negatively affect students’ academic achievement.^{2, 32} **Source:** http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf
- **Youth With A Purpose** has been operating in Buffalo community centers and schools for over 12 years. At D'Youville Porter Buffalo School #3. Retired Principal Silvia Baines reported that the YWAP Program "Raised grades, reduced suspensions and minimized behavioral problems." Our data has been compiled through relationships with ProjecTruth, Boy Scouts of America, Niagara County Youth Bureau and the Buffalo Schools.
- The 2013 study “The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles,” examined mentoring program relationships, experiences and benefits for higher-risk youth, and among the findings determined:
- The strongest program benefit, and most consistent across risk groups, was a reduction in depressive symptoms — a particularly noteworthy finding given that almost one in four youth reported worrisome levels of these symptoms at baseline.
- Findings also suggested gains in social acceptance, academic attitudes and grades.

Research

- **SEDL in Action: What SEDL Practice in Schools and Communities Looks Like**
- Social and emotional development and learning begins at home and is further facilitated within or in cooperation with schools through seven approaches in some combination:
- Outreach to and engagement of families and community;
- Attention to school - classroom environment and relationships;
- Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;
- After school, out-of-school, extra-curricular and service learning and mentoring;
- Alignment of district and school personnel, policies, and practices to support students;
- Collaboration between school district and community-based service providers;
- Staff development for administrative, instructional, student support staff and willing partners.
- **Source:** <http://www.p12.nysed.gov/sss/sedl/SEDLinAction.pdf>

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.

Intervention:

- Attached CET monitoring of goals

Building Capacity

- a) YWAP Coaches will become teammates with teachers to help reinforce the study skills needed for a satisfactory education. Through regular communication with Teachers and school staff, we share pertinent information about the students in our program and the overall climate of the school. We form a team of caring players who put children first.
- b) By treating students as family, we go right to the core of Character Education, helping students deal with social and emotional issues that are barriers to learning. Our team approach to

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relationship building helps to raise grades, reduce suspensions and minimize behavioral problems. Students are encouraged to hold themselves and our staff to high levels of respect and accountability

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.

- a) 50 students per day (2 classes x 25) 89 days, 3 hrs per day total hrs = 267
- b) Approximate cost included: jerseys, journals, insurance, 2+ staff, curriculum, training: \$13,864 – receivership monies
- c) Writing journals, curricular materials & athletic equipment

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

- Professional development hours for aides/assistants
- 16 (aides/assistants) x 42 hours of professional development

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

Expected Outcomes:

- 🌀 to service all grades through intervention in small groups
- 🌀 to understand and implement programmatic instruction during the instructional time
- 🌀 create a professional learning environment for all adults within the building
- 🌀 to attend a systematic professional development plan to increase curriculum knowledge
- 🌀 to attend a systematic professional development plan to increase building core belief knowledge
- 🌀 To help monitor students every 6 weeks to determine appropriate placement for Response to Intervention

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.

Data:

- 🌀 5% of students scoring level 3 and 4 on the ELA State Assessment
- 🌀 6% of students scoring level 3 and 4 on the math State Assessment
- 🌀 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 🌀 25% of students scoring level 2, 3, or 4 on math State Assessments
- 🌀 NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- 🌀 ELA – 3 – 8 proficiency percentages:

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- Level 1 – 75%
- Level 2 – 20%
- Level 3 – 4%
- Level 4 – 1%
- ☛ Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%
- ☛ DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- ☛ DTSDE 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- ☛ DTSDE 4.2 - School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- ☛ DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- ☛ DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

Research:

- ☛ “Researchers found more positive climates in the new smaller schools, including more personalized relationships for students and collegiality among teachers, compared with traditional comprehensive high schools” (*What research says about.../small learning communities* by Jane L. David).
- ☛ “For small learning communities to influence learning, plans for improving what takes place in the classroom must be as explicit as plans for changing the school's structure” (*What research says about.../small learning communities* by Jane L. David).
- ☛ Regulations of the Commissioner of Education, Section 80-5-6: “A teaching assistant “is appointed by the board of education to provide, under the general supervision of a licensed or certified teacher, direct instructional service to students” (emphasis added). The teaching assistant is provided “general” (as contracted with direct or personal) supervision by the certified teacher(s) who are responsible for the student’s instruction.

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.

Intervention:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, teachers will have been trained on most initiatives. Adaptable and flexible scheduling will help ensure that teachers maintain their professional capacity.

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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.

- 11,087 – receivership monies

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

- 4 Multilingual Coaches

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

Expected Outcomes:

- To service all grades for language intervention in small groups
- To help parents with school wide initiatives by translating
- To assist teachers in the classroom with breaching the language barrier
- To assist with parent involvement after school

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.

Data:

- 5% of students scoring level 3 and 4 on the ELA State Assessment
- 6% of students scoring level 3 and 4 on the math State Assessment
- 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 25% of students scoring level 2, 3, or 4 on math State Assessments
- NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

Research:

- Many researchers support the idea that translation is a motivating activity. Carreres (2006) conducted a questionnaire and came to the conclusion that learners overwhelmingly perceive translation exercises as useful for language learning. Consequently, it was in response to student feedback that he decided to introduce translation more substantially in language classes. He added

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<p>that translation, by its very nature, is an activity that invites discussion and students are only too happy to contribute to it, often defending their version with remarkable passion and persuasiveness. Furthermore, Lavault (1985) pointed out that one of the reasons quoted by teachers to explain their use of translation in the classroom was that students asked for this exercise and enjoyed it, too. Similarly, Conacher (1996) reported excellent student response to a translation course. Hervey et al. (2002) also gathered enthusiastic feedback from the students attending her translation course at the University of St Andrew's in Scotland” (<i>To use or not to use translation in language teaching</i>, Mogahed M. Mogahed, Ph.D).</p> <ul style="list-style-type: none"> ☛ “...translation into L1 is merely a tool--and a very effective one--to help learners grasp a particular L2 structure. As such, stylistic considerations are set aside” (<i>To use or not to use translation in language teaching</i>, Mogahed M. Mogahed, Ph.D). ☛ “Learners of a foreign language do refer to their mother tongue to aid the process of acquisition of L2 or, in other words they "translate silently" (Titford 1985: 78). In light of this, translation into L2 can help them systematize and rationalize a learning mechanism that is taking place anyway” (<i>To use or not to use translation in language teaching</i>, Mogahed M. Mogahed, Ph.D).
<p>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.</p> <p><i>Intervention:</i></p> <ul style="list-style-type: none"> ☛ Attached CET monitoring of goals <p><i>Building Capacity:</i></p> <p>In the third year, post monies, partnerships with other agencies, such as: Journey’s End, International Instituted of Buffalo, and other resettlement agencies will be secured.</p>
<p>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.</p> <ul style="list-style-type: none"> ☛ \$227, 444
<p>13. Recommendation: Please state the recommendation proposed by the CET Team.</p> <ul style="list-style-type: none"> ☛ 1 Administrator for 7 Saturday trainings
<p>Recommendation Rationale: Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.</p> <p><i>Expected Outcomes:</i></p> <ul style="list-style-type: none"> ☛ To service all grades for language intervention in small groups ☛ To help parents with school wide initiatives by translating ☛ To assist teachers in the classroom with breaching the language barrier ☛ To assist with parent involvement after school
<p>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.</p> <p><i>Data:</i></p> <ul style="list-style-type: none"> ☛ 5% of students scoring level 3 and 4 on the ELA State Assessment

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- 📊 6% of students scoring level 3 and 4 on the math State Assessment
- 📊 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 📊 25% of students scoring level 2, 3, or 4 on math State Assessments
- 📊 NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- 📊 ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 20%
 - Level 3 – 4%
 - Level 4 – 1%
- 📊 Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%
- 📊 DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- 📊 DTSDE 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- 📊 DTSDE 4.2 - School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- 📊 DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- 📊 DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

Research:

- 📊 “While these proposed professional development programs vary widely in their content and format, most share a common purpose: to ‘alter the professional practices, beliefs, and understanding of school persons toward an articulated end’ (Griffin, 1983, p. 2)” (*Professional Development and Teacher Change* Thomas R. Guskey).
- 📊 “Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.” (*Professional Development and Teacher Change* Thomas R. Guskey).
- 📊 “It is important to note that, for the vast majority of teachers, becoming a better teacher means enhanced learning outcomes” (*Professional Development and Teacher Change* Thomas R. Guskey).

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.

Intervention:

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- 🌀 Page 24 on SIG continuation application
- 🌀 Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, aides/assistants will have a foundational knowledge of instructional practices:

- 🌀 Helping with continuing lessons in the classroom
- 🌀 Increased student engagement through small group work

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.

- 🌀 \$2,625 – receivership monies

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

- 🌀 1 substitute teacher for 170 days

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

Expected Outcomes:

- 🌀 To monitor students when a teacher is meeting with administration
- 🌀 To monitor students when teachers are in training
- 🌀 To help students achieve academic goals within the classroom

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.

Data:

- 🌀 DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- 🌀 DTSDE 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
- 🌀 DTSDE 4.2 - School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- 🌀 DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- 🌀 DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

Research:

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- ☛ “Over the course of a kindergarten through 12th grade education, the average student will spend an entire school year with a substitute teacher leading their education” (From Thrive to Survive: What Great Substitute Teachers Do Differently Dr. Trent Bowers).
- ☛ Our students cannot afford to waste a year and a half of their limited formal education career doing filler activities from a substitute teacher’s bag of tricks. Our students deserve to learn” (From Thrive to Survive: What Great Substitute Teachers Do Differently Dr. Trent Bowers).

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.

Intervention:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, teachers will have been trained on most initiatives. Adaptable and flexible scheduling will help ensure that teachers maintain their professional capacity.

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.

- ☛ \$61,944

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

- ☛ Teacher Afterschool – 10 teachers x 89 days x 2.5 hours

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

Expected Outcomes:

- ☛ To service a span of grade levels - (K - 2, 3 - 5, 6 - 8) to target instructional interventions for “bulls-eye” students during the after school program
- ☛ In K - 2 - to service 10 - 15 students that are struggling with phonics and phonemic awareness skills to ensure movement from learning to read to reading to learn
- ☛ In grades 3 - 8 - to provide reading intervention services for 10 - 15 high level 1 students
- ☛ To progress monitor students during the after school program for academic progress

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.

Data:

- ☛ 5% of students scoring level 3 and 4 on the ELA State Assessment
- ☛ 6% of students scoring level 3 and 4 on the math State Assessment
- ☛ 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- ☛ 25% of students scoring level 2, 3, or 4 on math State Assessments
- ☛ NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%

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- Emerging – 20%
- Transitioning – 12%
- Expanding – 32%
- Commanding – 9%
- 🌀 ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 20%
 - Level 3 – 4%
 - Level 4 – 1%
- 🌀 Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%

Research:

- 🌀 “Academic intervention services help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include:
 - Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family- related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies” (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)
- 🌀 “Each school district's AIS plan must describe procedures to determine if a student lacks reading readiness on a student assessment or is at risk of not achieving a level 3 on the English language arts or mathematics assessment. The district's procedures may also include diagnostic screening for vision, hearing and physical disabilities as well as a screening for possible limited English proficiency. (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)
- 🌀 English language learners must have access to AIS in the same manner as general education students, that is, by scoring below the designated performance level on state assessments or through the district procedures described in its AIS plan. Academic intervention services for English language learners must be supplementary and "in addition to" and must not replace the bi-lingual and free standing ESL program requirements under Commissioner's Regulations Part 154 services. AIS must be planned and implemented in coordination with the ELL student's general education program. (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)

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.

Intervention:

- 🌀 Page on 5/24 of SIG continuation grant
- 🌀 Attached CET monitoring of goals

Building Capacity:

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In the third year, post monies, the skills that teachers will have as a result of the building reading teachers are:

- ☛ Differentiating lessons based on granular data points
 - Creating accurate intervention groupings
 - Targeting students based on literacy skill deficiencies
- ☛ Increased student engagement through small group work

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.

- ☛ \$61,944

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

- ☛ Clerk – after school 2.5 hours 89 days

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

Expected Outcomes:

- ☛ To assist in classroom monitoring in *Infinite Campus*
- ☛ To assist in transportation for after school
- ☛ To assist in the safety of all students within the school

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.

Data:

- ☛ 5% of students scoring level 3 and 4 on the ELA State Assessment
- ☛ 6% of students scoring level 3 and 4 on the math State Assessment
- ☛ 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- ☛ 25% of students scoring level 2, 3, or 4 on math State Assessments
- ☛ NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- ☛ ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 20%
 - Level 3 – 4%
 - Level 4 – 1%
- ☛ Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%

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- Level 3 – 5%
- Level 4 – 1%

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.

Intervention:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, this line will become a budget item within the school based budget

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.

- ☛ \$6,882

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

- ☛ Math Pathways and Pitfalls Kindergarten - 8

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

Expected Outcomes:

- ☛ To service a span of grade levels - (K - 2, 3 - 5, 6 - 8) to target instructional interventions for “bulls-eye” students during the instructional day and during the after school program
- ☛ In K - 2 - to service 10 - 15 students that are struggling with mathematical discourse
- ☛ In grades 3 - 8 - to provide reading intervention services for 10 - 15 high level 1 students
- ☛ To progress monitor students during the after school program for academic progress

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.

Data:

- ☛ 5% of students scoring level 3 and 4 on the ELA State Assessment
- ☛ 6% of students scoring level 3 and 4 on the math State Assessment
- ☛ 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- ☛ 25% of students scoring level 2, 3, or 4 on math State Assessments
- ☛ NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- ☛ ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%

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- Level 2 – 20%
- Level 3 – 4%
- Level 4 – 1%
- ☛ Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%

Research:

- ☛ “Academic intervention services help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include:
 - Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family- related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies” (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)
- ☛ “Each school district's AIS plan must describe procedures to determine if a student lacks reading readiness on a student assessment or is at risk of not achieving a level 3 on the English language arts or mathematics assessment. The district's procedures may also include diagnostic screening for vision, hearing and physical disabilities as well as a screening for possible limited English proficiency. (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)
- ☛ English language learners must have access to AIS in the same manner as general education students, that is, by scoring below the designated performance level on state assessments or through the district procedures described in its AIS plan. Academic intervention services for English language learners must be supplementary and "in addition to" and must not replace the bi-lingual and free standing ESL program requirements under Commissioner's Regulations Part 154 services. AIS must be planned and implemented in coordination with the ELL student's general education program. (*AIS: A Guide to Academic Intervention Services*, NYSUT, 2011)

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.

Intervention:

- ☛ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, this line will become a budget item within the school based budget

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.

- ☛ \$ 2, 300

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

- 📎 CHAMPs resources
- 📎 Skillful Teacher resources

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

Expected Outcomes:

- 📎 To participate in a book study to build capacity in planning effective lessons and strategies to increase student engagement (Skillful Teacher)
- 📎 To participate in a book study to building behavior management systems within the classroom environment (CHAMPS)
- 📎 Integrate classroom management techniques to all students to access instruction (CHAMPS)
- 📎 Integrate research based planning strategies into classroom planning (Skillful Teacher)

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.

Data:

- 📎 5% of students scoring level 3 and 4 on the ELA State Assessment
- 📎 6% of students scoring level 3 and 4 on the math State Assessment
- 📎 25% of students scoring level 2, 3 or 4 on ELA State Assessments
- 📎 25% of students scoring level 2, 3, or 4 on math State Assessments
- 📎 NYSESLAT – K – 8 proficiency percentages:
 - Entering – 28%
 - Emerging – 20%
 - Transitioning – 12%
 - Expanding – 32%
 - Commanding – 9%
- 📎 ELA – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 20%
 - Level 3 – 4%
 - Level 4 – 1%
- 📎 Math – 3 – 8 proficiency percentages:
 - Level 1 – 75%
 - Level 2 – 19%
 - Level 3 – 5%
 - Level 4 – 1%
- 📎 DTSDE 3.2 - The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- 📎 DTSDE 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

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- ☞ DTSDE 4.2 - School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- ☞ DTSDE 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) - based instruction that leads to multiple points of access for all students.
- ☞ DTSDE 4.5 - Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g. interim measures, and progress monitoring).

Research:

- ☞ By following the effective, research-based practices outlined in *CHAMPS*, teachers develop methods for clearly communicating their expectations on every classroom activity and transition.
Expectations to clarify are:
 - ☞ **Conversation:** *Can students talk to each other during this activity?*
Help: *How do students get the teacher's attention and their questions answered?*
Activity: *What is the task/objective? What is the end product?*
Movement: *Can students move about during this activity?*
Participation: *How do students show they are fully participating? What does work behavior look/sound like?*
Success: *When students meet CHAMPS expectations, they will be successful!*
 - ☞ We define skillful teaching to include *anything* a teacher does that impacts the probability of intended learning. Thus it includes a wide array of skills such as communicating their belief in students' capabilities, motivating and engaging students, demonstrating cultural proficiency, planning engaging lessons, making concepts and skills accessible, and continuously assessing student understanding. It also includes quite a range of activities beyond interactive classroom behaviors, such as analyzing data, designing re-teaching, involving families, and being a good colleague and team member. Becoming a skillful teacher is a life's work. (Skillful Teacher)

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.

Intervention:

- ☞ Attached CET monitoring of goals

Building Capacity:

In the third year, post monies, teachers will have the foundational capacity to implement strategies to help with instructional and behavior management.

- ☞ Develop strategic behavior management strategies within the classroom
- ☞ Develop strategic planning tools to all for all students to access the curriculum

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.

- ☞ \$3,840

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

🌀 CKLA – Decodables Kindergarten to 2nd grade

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

Expected Outcomes:

- 🌀 Change core beliefs and values arising from scientifically based reading research as a foundation, while improving and adapting the school-wide reading program over the course of time
- 🌀 100% sound to letter recognition
- 🌀 Increased background knowledge
- 🌀 Increased complex speech patterns
- 🌀 100% letter recognition
- 🌀 Increase letter recognition for ENL students to close the educational gap
- 🌀 Increase fluency for ENL students to close the educational gap

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.

Data:

🌀 5% of students scoring level 3 and 4 on the ELA State Assessment

🌀 DIBELS data

- Kindergarten:

MOY	Phoneme Sound Fluency	Nonsense Word Fluency
Benchmark	25	19
Strategic	13	19
Intensive	62	62

EOY	Phoneme Sound Fluency	Nonsense Word Fluency
Benchmark	20	16
Strategic	11	33
Intensive	69	51

- 1st grade:

BOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
Benchmark	24	0
Strategic	27	62
Intensive	49	37

MOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
Benchmark	46	27
Strategic	28	17
Intensive	26	56

EOY	Nonsense Word Fluency (CLS)	Nonsense Word Fluency (WWR)
Benchmark	58	21
Strategic	12	30
Intensive	30	49

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○ 2nd grade:

BOY	Fluency (DORF)	Accuracy
Benchmark	65	0
Strategic	12	47
Intensive	23	23
MOY	Fluency (DORF)	Accuracy
Benchmark	65	30
Strategic	16	62
Intensive	19	8
EOY	Fluency (DORF)	Accuracy
Benchmark	63	62
Strategic	16	9
Intensive	21	29

📌 25% of students scoring level 2, 3 or 4 on ELA State Assessments

📌 NYSESLAT – K – 8 proficiency percentages:

- Entering – 28%
- Emerging – 20%
- Transitioning – 12%
- Expanding – 32%
- Commanding – 9%

📌 ELA – 3 – 8 proficiency percentages:

- Level 1 – 75%
- Level 2 – 20%
- Level 3 – 4%
- Level 4 – 1%

Research:

- 📌 “...language structure accessible for teachers of reading and writing so that they can use instructional programs with confidence and flexibility” (Speech to Print, Louisa Moats, 2001).
- 📌 “Without well-developed reading skills, children cannot participate fully in classroom learning. They are at much greater risk for school failure and lifelong problems with employment, social adjustment, and person autonomy” (Speech to Print, Louisa Moats, 2001).
- 📌 “Approximately 20% of elementary students are very poor readers; at least another 20% do not read fluently enough to enjoy or to engage in independent reading” (Speech to Print, Louisa Moats, 2001).
- 📌 “Most reading problems can be greatly ameliorated through appropriate instruction. According to the convergent findings of numerous studies from the 1990s, classroom teaching is the best antidote for reading difficulty” (Speech to Print, Louisa Moats, 2001).

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.

Intervention Plan:

- 📌 Attached CET monitoring of goals

Building Capacity:

West Hertel Academy – Receivership Plan Modification

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In the third year, post monies, Core Knowledge Language Arts program will be maintained:

- Student materials will be purchased from the school based budget
- Continued testing to measure student growth through PreK – 2 will be maintained
- Teacher materials will be updated as necessary through school based budget

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.

- \$3,500 – receivership monies