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### **New York State Education Department's State-Determined Intervention Model**

**Innovation and Reform Framework** – A unique feature of this model is the requirement that LEA proposals for a total redesign of an existing school must be positioned around one of three NYSED-proposed innovative design pathways described below. The particular innovative design pathway proposed and the scope of the redesign must be clearly identified, reasonable, and justified as a valid and well-reasoned solution to address the identified school's needs.

When selecting a pathway within this State-Determined Model: Innovation and Reform Framework, an applicant must address, in an acceptable manner, all of the requirements of a whole-school reform model which is designed to:

- (a) Improve student academic achievement or attainment;
- (b) Be implemented for all students in a school; and
- (c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following;
  - 1. School leadership
  - 2. Teaching and learning in at least one full academic content area (including professional learning for educators)
  - 3. Student non-academic support
  - 4. Family and community engagement

To address these whole-school reform model requirements in an acceptable manner, an applicant is expected to develop a comprehensive and coordinated application, aligning all details in the three RFP sections: District-level Plan, School-level Plan, and Budget Forms and Narrative. As per the Method of Award section (RFP pages 20-21) only those applications that receive a final average score of 65 or higher will be considered for funding. In the event of a tie score, the applicant with the highest combined score for Section II D. School Leadership and G. Organizational Plan will be ranked higher. To achieve a final average score of 65 or higher, an application earns points in each of those three RFP sections according to the Quality Rating Guide (RFP page 74).

While the whole-school reform model requirements are embedded throughout all sections of the RFP, they are prominent in the School-Level Plan (RFP pages 30-35):

- (a) Improve student academic achievement or attainment: Item C: Determining Goals and Objectives (RFP page 31); Item E: Instructional Staff (RFP page 32); and Item H: Educational Plan: (i) curriculum, (ii) instruction, (iii) use of time, and (iv) data-driven instruction/inquiry (RFP page 33);
- (b) Be implemented for all students in a school: Item A: Assessing the Needs of the School Systems, Structures, Policies and Students: (i) Use school data and descriptive language, to

describe the school's student population, and the unique needs of sub-groups (e.g.: underperforming sub-groups, students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

(c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following;

1. School leadership: Item D: School Leadership (RFP pages 31-32); and Item G: Organizational Plan (RFP page 33); and Item I: Training, Support, and Professional Development (RFP page 34);
2. Teaching and learning in at least one full academic content area (including professional learning for educators: Item E: Instructional Staff (RFP page 32); Item G: Organizational Plan (RFP page 33); and Item I: Training, Support, and Professional Development (RFP page 34);
3. Student non-academic support: Item H: Educational Plan: (v) Student Support and (vi) School Climate and Discipline (RFP page 33);
4. Family and community engagement: Item B: School Model and Rationale (RFP pages 30-31); Item H: Educational Plan: (vii) Parent and Community Engagement (RFP page 34); and Item J: Community and Stakeholder Involvement and Agreement (RFP page 34).

Applicants for each pathway must complete the entire District-level Plan and School-level Plan sections which address design parameters of the whole-school reform model including a needs assessment, rationale of model selected, goals and objectives, principal and supporting leadership, effective partnerships, job-embedded professional development and support, teacher recruitment and retention relevant to the selected pathway, and an educational plan that addresses the curriculum, instruction, use of time, data-driven instruction/inquiry, student support services, school climate, and family/community engagement. All applicants, despite the SIG model selected (except for Closure), must also complete the entire District-level Plan and School-level Plan sections, as described later in this document, which address these design parameters of the whole-school reform model.

The unifying elements around this model include the following specifications: (1) each school must partner with an Educational Partnership Organization (EPO) to jointly launch its innovative whole-school redesign; (2) the chosen pathway must include intentional innovative activities and/or services which provide students with a skill set that is in addition to a sound educational plan; (3) the pathway must draw support from multiple stakeholder groups with vested interest in realizing increased student achievement at the school.

Districts interested in implementing a holistic and seamless approach among its schools may consider the use of a cluster for the purpose of sharing resources among SIG and Non-SIG schools. All schools participating in the cluster will be named within the application, which clearly reflects a coordinated vertical approach. Each SIG eligible school named within the application must also submit a separate application in order to be considered for a SIG 7 award. Non-SIG schools are not eligible for a SIG 7 award, but may be named within the cluster. All schools in the cluster must be designated as Title I or Title I eligible schools. A SIG eligible school can create activities which support other schools. For example, a SIG eligible high school can create professional development activities, hire instructional coaches, or purchase behavioral intervention systems and share these resources with the schools that feed into the SIG eligible high school using its SIG funds.

- Professional learning opportunities designed to meet cluster needs may be provided to all schools in the cluster with funds from the SIG grantee award.
- Cluster coordinated identification and purchase of behavioral intervention systems, instructional programs, materials, and equipment may be provided with SIG grantee award funds.
- Staff involved in collaborative and/or vertical planning times that are off contract hours may be compensated with a stipend or wage with funds awarded to the SIG grantee.
- Instructional Coaches, Graduation Coaches, Social Workers, and Family and Community Coordinators may be paid with funds from the SIG grantee award and have flexibility to serve all schools in the cluster.
- Plans for rewards and incentives may be designed to include cluster goals and achievements and may be paid with SIG grantee award funds.
- Other coordinated cluster elements may be considered for SIG grantee award funding with SEA approval based on allowability and reasonableness.

*Pathway 1: College and Career Readiness School Design:* Selecting this pathway means that students are provided with intentional activities and opportunities to prepare them to be college and career ready. Career and Technical Education (CTE) reflects a continuum of education that is committed to student career development and planning in preparation for postsecondary education and the workplace. A comprehensive concentration of groups of courses or units of study, when combined, will make up a school design that includes rigorous academic content closely aligned with career and technical subject matter that uses the State learning standards of career development and occupational studies as a framework (8 NYCRR §100.1(l) and offers multiple pathways towards college and career readiness (§100.2 and 100.5).

Targeted populations will be provided with the opportunities to experience academic and career-focused success at an early grade level. High-quality Career and Technical Education (CTE) programs, like P-TECH programs, provide opportunities for students to demonstrate and reinforce both academic and technical skills as well as experiences in project and work-based learning where

on-the-job mentoring can play a critical role in developing life-long, transferable and professional employability skills for a constantly global economy.

- An elementary school program will focus on a comprehensive reading model and approach to literacy mastery. Students reading at grade level by third grade, by age 8, the age at which reading to learn becomes essential. When provided frequent, quality reading experiences in the home, and high-quality instruction in school, nearly every child can learn to read by third grade.
- A middle school program will provide supports to prepare students to take dual enrollment and college-credit bearing courses in a college or career pathway high school. Outreach in middle school helps students and families make decisions on education and careers. There will be intentional activities for all students with a focus on those who have been traditionally under-represented in both college and career readiness activities and entering college, based on data review.
- At the high school level, there will be intentional activities for college entrance preparation for all students with a focus on those who have been traditionally under-represented in both college and career readiness activities and entering college, based on data review. Such activities will include, but not be limited to, administering the PSAT for all students at the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grades, using the AP Potential Report to objectively place students in advanced placement and/or honors courses; and administer the SAT or ACT for all students at 11<sup>th</sup> and/or 12<sup>th</sup> grade during the instructional day.
- There will be the provision of early college activities. For example, schools can partner with an Institution of Higher Education (IHE) to provide all students with the opportunity to earn college credits tuition-free along with a high school diploma. This partnership would provide intense academic and social supports to attain college readiness, and continue these supports throughout the students' high school tenure to ensure their mastery of college level work and their development of a college-going culture. The program will be comprehensive in nature, begin in 9<sup>th</sup> grade, and offer a minimum of 24 college-level credits.

Additional guidance for this design framework may be found at <http://www.p12.nysed.gov/turnaround/CollegePathways.html>.

Additional guidance for this design framework may be found at: <http://www.p12.nysed.gov/turnaround/CareerandTechnicalEducationCTE.html>. When on this website, an elementary school can select NYSED CTE from the menu. Once on NYSED CTE, it can then select Learning Standards for the Elementary School level to view the Career, Universal, and Integrated Standards 1-2-3; the CDOS Resource Guide and Curriculum to assist schools in developing their Goals/Objectives/Curriculum; and then select Career Plans for students in K through Grade 4. One can also select this information for the middle and high school grades.

*Pathway 2: Family and Community School Design:* Schools will partner with one or more agencies with an integrated focus on rigorous academics and the fostering of a positive and supportive learning environment, and a range of school-based and school-linked programs and services that lead to improved student learning, stronger families, and healthier communities. Programming will be based on community-wide needs assessments, and overseen by a community school site coordinator. Programs, services, and resources may address parent and family engagement and involvement, adult education, nutrition, medical, dental, mental health, social services, early childhood, career and technical education, workforce development, community and economic development, expanded learning opportunities, and professional development specific to the unique needs of the students and families. The school will be accessible to the community before and/or after school hours.

Examples of activities can include supporting parents and other adult caregivers in strengthening home literacy and to provide students with broader opportunities to read with adults; training parents and caregivers to use effective tutoring and joint book-reading strategies; offering a parent advocate and advocacy services; disseminating information and tools; deliver development and training opportunities for families; provide family outreach material in the “home” language; and build family knowledge on specific strategies to enhance school success.

Additional guidance for this design framework may be found at: *Building Community Schools: A Guide for Action* at: <http://www.p12.nysed.gov/turnaround/CommunitySchools.html>

*Pathway 3: Individualized Learning School Design:* A school provides high quality and personalized learning experiences. Program designs can incorporate alternative schedules such as a year-round schedule, balanced calendar, or iterations of extended school years. Alternative schedules could also address overaged/under-credited students. Program designs can also include virtual, blended learning, online, or digital design. In these cases, instructional interaction occurs through digital and/or internet-connected technology. A blended school design provides a combination of face-to-face and digital instructional interaction, and offers flexibility of time and place of instruction, in order to meet individual student learning needs. An effective virtual, blended learning, online, or digital school design provides high-quality college or career-prep courses to earn a high school diploma and college credit; ensures digital learning involves high quality instructional interactions between teacher and student, student and content, and other students; provides administrators and teachers with substantial, ongoing, and job-embedded professional development to better utilize technology for teaching; includes a comprehensive and transparent assessment system; and complies with Commissioner’s regulations for online learning. Additional guidance for Virtual/Blended/Online learning may be found at: <http://www.p12.nysed.gov/turnaround/BlendedLearning.html>.