

Increased Time on Task

Option: Lengthened school day

Essential Elements:

Additional instruction provided at the middle and high school level, shall emphasize content areas and instruction in subjects required for graduation.

Student support services which may include, but are not limited to: guidance, counseling, attendance, behavioral support, parent outreach or instruction in study skills needed to support improved academic performance, shall be provided.

Option: Lengthened school year

Essential Elements:

Additional school days shall be used to provide additional instruction.

Student support services which may include, but are not limited to: guidance, counseling, attendance, behavioral support, parent outreach or instruction in study skills needed to support improved academic performance, shall be provided.

Option: Dedicated Instructional Time

Essential Elements:

Daily dedicated block(s) of time for instruction in content areas to facilitate student attainment of State learning standards shall be created.

A research-based core instructional program must be provided during such daily dedicated block(s).

Frequent monitoring of student progress to inform instruction; and

Frequent student assessments to diagnose needs; and/or

Individualized intensive intervention shall be provided.

Option: Individualized Tutoring

Essential Elements:

Shall emphasize content areas to facilitate student attainment of State learning standards

Shall be primarily targeted at students who are at risk of not meeting State learning standards.

Shall supplement the instruction provided in the general curriculum.

If provided at the middle and high school levels, shall emphasize content areas and instruction in subjects required for graduation.

May be provided by a certified teacher, a paraprofessional, a person with a major or minor in the subject matter to be tutored, or anyone otherwise deemed qualified by the superintendent based on the person's knowledge and experience in education and/or the subject matter to be tutored.

Shall exclude costs for supplemental educational services.

Moreover, all programs and activities under the option of increased time on task shall:

Facilitate student attainment of the NYS learning standards.

Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities.

Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring.

Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.

Be accompanied by high quality, sustained professional development focused on content pedagogy, curriculum development and/or instructional design to ensure successful implementation of each program and activity.

Be consistent with federal mandates, state law, and regulations governing the education of such students.

Be used to supplement, and not supplant, funds allocated by the district in the base year for such purposes.

Full Day Kindergarten and Prekindergarten

Option: Full Day Prekindergarten

Essential Elements:

A program for four year olds, including those with disabilities, as appropriate, that meets program requirements for Sections 100.3 and 175.5 of the Regulations of the Commissioner.

A minimum of a full school day or a minimum of a full school day program with extended hours to meet the needs of children and families in collaboration with eligible community based agencies and/or programs designed to increase the integration of students with disabilities into full-day prekindergarten programs.

Provides instructional program according to the NYS Student Performance Indicators for Prekindergarten.

Option: Full Day Kindergarten

Essential Elements:

A program for five year olds, that meets program requirements for Sections 100.3 and 175.5 of the Regulations of the Commissioner.

A minimum of a full school day or a minimum of a full school day program with extended hours to meet the needs of children and families.

Provides instructional program according to the NYS Student Performance Indicators for Kindergarten.

Moreover, all programs and activities under the option of full day kindergarten and prekindergarten shall:

Facilitate student attainment of the NYS learning standards.

Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities.

Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring.

Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.

Be accompanied by high quality, sustained professional development focused on content pedagogy, curriculum development and/or instructional design to ensure successful implementation of each program and activity.

Be consistent with federal mandates, state law, and regulations governing the education of such students.

Be used to supplement, and not supplant, funds allocated by the district in the base year for such purposes.

Improving Teacher and Principal Quality

Option: Programs to Recruit and Retain Highly Qualified Teachers

Essential Element:

Develop and implement recruitment strategies and retention incentives for prekindergarten through grade twelve.

Option: Professional Mentoring Programs for Beginning Teachers and Principals

Essential Elements:

For teachers, such mentoring must be consistent with the guidelines and requirements of NYSED mentor teacher programs.

Limit to teachers and principals in their first and second years of a new assignment.

Option: Incentive Programs

Essential Elements:

Create incentive programs to encourage highly qualified teachers to work in low performing schools.

May not use funds for school- or district-wide salary enhancements or raises.

Option: Instructional Coaches for Teachers

Essential Elements:

Instructional coaches shall provide individualized professional development to assist teachers in becoming more effective in their classroom instruction.

Ensure that instructional coaches are highly qualified.

Option: School Leadership Coaches for Principals

Essential Elements:

School leadership coaches will provide individualized professional development to assist principals to become more effective instructional leaders.

Ensure that leadership coaches are appropriately certified as school district, school building and/or school district building leaders and have demonstrated success as such.

Moreover, all programs and activities under the option of improving teacher and principal quality shall:

Facilitate student attainment of the NYS learning standards.

Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities.

Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring.

Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.

Be accompanied by high quality, sustained professional development focused on content pedagogy, curriculum development and/or instructional design to ensure successful implementation of each program and activity.

Be consistent with federal mandates, state law, and regulations governing the education of such students.

Be used to supplement, and not supplant, funds allocated by the district in the base year for such purposes.

Class Size Reduction – Rest of State (i.e., Districts other than New York City)

Option: Create or construct additional classrooms

Essential Elements:

The classrooms created shall provide adequate and appropriate physical space to students and staff.

For the 2007-08 school year, the district shall report baseline data for the 2006-07 year, stating for each grade level targeted, the number of classes, the average class size and the number of classroom teachers.

For the 2007-08 school year, the district shall report the extent to which the assignment of additional teachers reduced the classroom teacher-student ratio for each grade level targeted.

For school years 2008-09 and thereafter, establish class size reduction goals for each grade level targeted that will reduce class size toward the kindergarten through grade 12 class size targets as prescribed by the Commissioner, after his consideration of the recommendations of an expert panel review; and

Make measurable progress in each year toward such target.

- **Option:** Adding an additional teacher to a classroom

Essential Elements:

Shall only occur in instances when there is no physical space available for creating addition classrooms.

For the 2007-08 school year the district shall report baseline data for the 2006-07 year, stating for each grade level targeted, the number of classes, the average class size and the number of classroom teachers.

For the 2007-08 school year the district shall report the extent to which the assignment of additional teachers reduced the classroom teacher-student ratio for each grade level targeted.

For school years 2008-09 and thereafter, ensure that the number of students in these classrooms does not exceed the kindergarten through

grade 12 teacher-student ratio targets prescribed by the Commissioner, after his consideration of the recommendations of an expert panel review.

Moreover, all programs and activities under the option of class size reduction shall:

Facilitate student attainment of the NYS learning standards.

Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities.

Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring.

Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.

Be accompanied by high quality, sustained professional development focused on content pedagogy, curriculum development and/or instructional design to ensure successful implementation of each program and activity.

Be consistent with federal mandates, state law, and regulations governing the education of such students.

Be used to supplement, and not supplant, funds allocated by the district in the base year for such purposes.

Middle School and High School Restructuring

Option: Challenging academic content and learning opportunities

Program elements districts may choose under this option, but are not limited to, include:

Provide explicit literacy instruction for adolescents;

Infuse literacy instruction across content areas;

Provide expanded rigorous curriculum and instructional practices in reading, mathematics, and/or science;

Implement intensive, research based academic intervention programs for students who are at risk of not meeting State educational standards;

Create career pathways that will expand opportunities for students to participate in career and technical education programs;

Expand participation in Advanced Placement programs;

Implement International Baccalaureate Curriculum;

Establish Early College High Schools; and

Utilize virtual learning and distance education to expand access to rigorous academic instruction or the pursuit of career-related learning opportunities.

Option: Structural changes

Program Elements:

Must be accompanied by at least one change in academic content and learning opportunities, such as those referenced, above, in the prior program option.

The range of elements districts may include under this option, but are not limited by, are: adjusting grade bands; creating grade 9 academies; creating smaller and/or supportive learning communities; creating schools within schools; creating magnet schools; creating transition or support programs for newcomer students; creating programs for students transitioning from middle to high school; and creating different teams of teachers to deal with the differing needs of students.

Experimental Programs

Essential Elements:

Must submit a plan to the Commissioner setting forth the need for such experimental program and how such program will improve student performance.

Limited to 15% of the contract amount.

Must be based on an established theoretical base substantiated by research or other comparable evidence.

Must be accompanied by a program evaluation plan based on empirical evidence to assess the impact on student achievement.

Must be conducted in partnership with an institution of higher education or other organization with extensive research experience and capacity.

Moreover, all experimental programs and activities shall:

Facilitate student attainment of the NYS learning standards.

Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities.

Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring.

Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.

Be accompanied by high quality, sustained professional development focused on content pedagogy, curriculum development and/or instructional design to ensure successful implementation of each program and activity.

Be consistent with federal mandates, state law, and regulations governing the education of such students.

Be used to supplement, and not supplant, funds allocated by the district in the base year for such purposes.

Increase General Education Summer School

Program Elements: Students will develop key competencies, mindsets, and conceptual understandings essential for success in school. These will be cross-curricular, with many cross-grade levels, and all academic and enrichment experiences will contribute to students' mastery of these.

Option: The goal of an equity-driven summer learning model is to ensure that all students have access to the same quality of instruction. Equity-driven summer learning models are essential in providing access to quality education for all students and closing the achievement gap. These models focus on providing access to high-quality learning experiences that are engaging and supportive, allowing students to continue their learning during the summer months. They also provide access to enrichment activities and courses that focus on literacy, mathematics, and science, as well as social-emotional learning. These activities will help students become more independent learners and better prepare them for the upcoming school year. Our equity-driven summer learning models also include field trips, hands-on activities, and outdoor exploration that can help build students' skills and knowledge base.

Our mission is to provide culturally relevant opportunities that will support our scholars in becoming productive members of their communities who can thrive in an ever-changing world. The Expanded Learning Department is dedicated to the growth and development of scholars by providing high-quality, innovative, and engaging educational experiences beyond the school day. Scholars will learn and explore their passions in safe and nurturing environments, empowering them to become lifelong learners.

Our equity-driven expanded learning model empowers all scholars to reach their full potential. It ensures all scholars have access to high-quality and engaging learning opportunities that integrate academic, enrichment, and social-emotional learning focused on the whole child.

Increase Educational Opportunities for Out-of-School Suspension Students

Program Elements: Students subject to out-of-school suspension who elect to return to school after school hours. Extra hours for teachers after the conclusion of the regular school day to help suspended students learn separate from their peers.

Predominantly benefit students with the greatest behavioral needs of all grades, but primarily upper classmen. Help in preventing students that have been suspended out of school from falling behind in their coursework. Be consistent with federal mandates, state law, and regulations governing the education of such students.

Facilitate student attainment of the NYS learning standards. Predominantly benefit students with the greatest educational needs including, but not limited to: those students with limited English proficiency and students who are English language learners, students in poverty and students with disabilities. Predominantly benefit those students in schools identified as requiring academic progress or in need of improvement or in corrective action or restructuring. Be developed in reference to practices supported by research or other comparable evidence as to their effectiveness in raising achievement.