

TIME Collaborative Implementation Plan: New York

I. SCHOOL INFORMATION

School Name:	<u>Charles Carroll School No. 46</u>	District:	<u>Rochester City School District</u>
Principal:	<u>T'Hani Pantoja</u>	Application Contact + Title:	<u>Principal</u>
School Address:	<u>250 Newcastle Road</u> <u>Rochester, New York 14610</u>	Application Contact Phone:	<u>585-288-8008, ext. 1003</u>
		Application Contact E-mail:	<u>Thani.pantoja@rcsdk12.org</u>

Final Plan must be submitted no later than **5:00 PM on April 1st**. Please submit your plan and attachments to Jeff Smink at jsmink@timeandlearning.org.

II. PLAN FOR HIGH-QUALITY EXPANDED LEARNING TIME

- A. Please describe in the space below the two or three focused school-wide priorities, including your instructional priority, that are driving your school redesign plan. Please be sure to describe 1) how these priorities were developed and what key data they were based on and 2) how these priorities are driving the major changes you are making to your school. *(600 word limit)*

Charles Carroll School No. 46 has embraced the opportunity to engage in the learning and planning to become a school that has expanded the learning time and opportunities available to its staff, students, families and community members. Based on the training received, School 46 has engaged in the following events as a means of honing in on its school-wide priorities, including its instructional priority:

- Attendance at all expanded learning trainings by representative members of the ELT and Re-Engineering Teams with immediate turnkey information sessions with staff and SBPT members
- Monthly staff meetings, staff, family and student surveys, school website postings, and in-school charts for seeking input
- Focused discussions and review of data (NWEA, AIMSweb, DRA and common assessments) at grade level meetings and Learning Community times
- Implementation and analysis of the School Time Analysis Tool (STAT)
- Consideration of the impact of the current intervention programs are having on student performance
- A review of the school's professional development calendar
- Opportunities to enrich students during the current academic day
- As a result of this deep and thorough analysis, using the tools and accompanying information mentioned above, the following school-wide priorities, including our instructional priority are:
- School-wide Priorities
- Teachers and students will have uninterrupted quality time to teach and learn Common Core Standard-aligned core academic content.

- Students will have access to research-based, targeted intervention aligned with their needs and/or engaging enrichment that taps into their strengths and interests.
- Teachers will have job-embedded professional learning opportunities that are grounded in and reflect deep analysis of school data and individual teacher professional learning needs.
- Instructional Priority
- All Charles Carroll School 46 students will show measurable growth in their abilities to comprehend a variety of text, orally and in writing, when answering open response questions using evidence-based claims. Student success will be measured by performance on unit assessments, NWEA, AIMSweb, and New York State Assessments, Gr. 3-6.
- These priorities were at the forefront of all our ELT and Re-Engineering discussions and have provided the focus and fuel throughout the planning process. Our schedules stand as evidence that we have made core instruction our priority, as well as our professional learning focus on Common Core Standards and the domains/components of highly effective practice as identified in The Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson.

B. Please list the major changes for students and teachers that will result from your redesigned school calendar and schedule.

Changes for Students	Changes for Teachers
Access to rich and rigorous academic curriculum in all core subject areas.	Solid blocks of time to review data with colleagues.
Uninterrupted time in which to interact with the curriculum in authentic and meaningful ways.	Solid blocks of time to plan instruction based on data analysis with colleagues.
Participation in intervention that is targeted to their particular skill and/or conceptual level of understanding-offering a higher likelihood of success.	Solid blocks of time to deliver rich and rigorous instruction aligned with the Common Core Standards without interruptions.
Access and opportunity to participate in enrichment activities that broaden and extend student background knowledge	Opportunities to deliver research-based intervention to students that is targeted to their needs.
Opportunity to have intervention delivered to them by trained, skilled certificated professionals	Opportunities for professional learning with colleagues that is an outgrowth of analysis of student performance data and teacher learning needs.
Attention to healthy living/wellness practices that will influence current and future life choices.	Opportunities to plan and deliver enrichment based on teacher expertise and student interest.
Opportunities for <u>all</u> students to participate in enrichment, with a focus on arts integration, regardless of Rtl needs.	Opportunities to learn from colleagues' practices.

- C. For any of the Essential Elements of High-Quality ELT that you have not discussed in Part A, please describe in the space below using a bulleted list how your redesigned plan meets the time and implementations requirements for the seven elements (see last page for reference) and provide any additional information about how these essential elements will be addressed in your redesigned school day or year. (500 word limit)

School 46 has a long-standing commitment to learning beyond the traditional day and the importance of partnerships with the community, however this opportunity has caused us to look long and hard at the goals we have established for our partnerships and the need for these collaborations to work in unison to achieve those goals. Conversations with partners have focused on our analysis of data, feedback from staff and input from families. Our continued work to maintain, expand and build strong partnerships will serve to accelerate our students' learning and provide them with access and opportunities to programs they might not have otherwise, thereby leveling the playing field with their counterparts of higher socioeconomic means.

1. Rigorous Academics:
 - a. All students will have access to grade level content aligned with the Common Core Standards. The methodologies used for engaging students in learning will be differentiated based on their skill, strategy and content knowledge.
 - b. Solid blocks of uninterrupted instructional time will afford teachers time to teach and students time to learn having been provided with the information and strategies for tackling the rigorous expectations.
2. Differentiated Support Courses:
 - a. Based on our review of school data, students at School 46 will participate in intervention programs that are evidence-based with a proven record for success with at risk students. These programs include, but are not limited to Reading Mastery, Corrective Reading, Wilson Foundations, Soar to Success, 95% Group.
 - b. Intervention is available five days a week for ninety-two minutes each day. Student placement in intervention and the amount of time necessary to close the academic achievement gap will be determined based on data, administration of program placement tests and the RtI mandates for Tier III intervention.
3. Engaging Enrichment Courses (opportunities for 92 minutes daily of student-selected electives) :
 - a. School No. 46's partnerships include City Recreation – this partnership will afford students the opportunity to participate in health and wellness activities, arts activities through Young Audiences and social-emotional support with Thrive.
 - b. Greater Rochester Health Foundation Grant will enable students to learn about healthy life choices – such as wise eating habits, the role of exercise which will impact them for a lifetime.
4. Frequent Data Cycles:
 - a. The redesigned schedule includes a minimum of 50 minutes daily for teachers to engage in conversations related to data.
 - b. Teachers will use the meeting times to analyze benchmark and progress monitoring data using the school's Data Use Protocol.
 - c. Teachers will use meeting time to develop assessments based on CCS, explore exemplary pedagogical practices and plan instruction.
5. Targeted Teacher Development:
 - a. The redesigned schedule includes a minimum of 200 minutes weekly for grade level and/or content area collaboration for all teachers.
 - b. The redesigned schedule includes an early release Wednesday.
 - c. Teachers will use the time to observe colleagues for purposes of obtaining and/or providing feedback as a means of continued improvement.

D. Please describe in the space below how your school will prepare staff this spring and over the summer for the changes that will take place at your school next year (e.g. new responsibilities, new programs, etc.) *You are also welcome to submit a spring/summer planning calendar.(250 word limit)*

Currently, the School 46 Expanded Learning Team and Re-Engineering Team are working in collaboration with the School Based Planning Team to develop a transition plan which attends to the following:

- Coordination of intervention component which includes the identification of RtI Tier III programs, selection/identification of certificated providers, schedule for RtI provider training, organization of student groups, purchase of materials and process for communicating goals and progress with classroom teachers.
- Coordination of the enrichment component which includes the development of a brochure detailing the electives that will be offered and the process for student selection; identification of elective providers/partnerships; training for elective providers that links enrichment offerings to school’s instructional priority; development of a Partnership Quality Rubric to be used to monitor the strengths and needs of all offerings for purposes of continued training and support.
- Redirect Spring professional learning time to work in teams to address operational aspects of the school day such as, arrival and dismissal procedures, breakfast and lunch routines, common behavioral expectations (SW-PBS) training for partners to ensure consistency across learning opportunities; establish procedures for seamless transitions; and, room assignments for varied programs.

III. OVERVIEW OF REDESIGNED SCHOOL CALENDAR + SCHEDULE

A. STUDENT SCHEDULES

Please complete the following table for your current and proposed student schedule. You may want to use your STAT results.

	CURRENT	PROPOSED	DIFFERENCE
Student Start and End Time - Full days	9:15-3:35	8:00-4:07	+107 mins./day
Student Start and End Time - Early Release (ER) days	9:15-2:50	8:00-2:50	+75mins.
Number of Full Days per Year for All Students	143	143	-0-
Number of Early Release Days per Year for All Students	39	39	-0-
Total Hours Per Year for All Students (Hrs/day X #days/yr) full days + (Hrs/day X #days/yr) ER days	1,123	1,427	+304 hrs.

Please attach three sample student schedules (representing different grade levels, student subgroups, etc) and complete the tables below for each schedule. Use N/A in place of “number of periods” when applicable. Specials only include traditional offerings (ie. Art, PE, Music).

Changes to Weekly Student Minutes

Grade/Subgroup: Kindergarten		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	760	400	0	0	50	170	-0-	525	1,905
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	600	400	200	150	230	240	230	305	2,355

Grade/Subgroup: Third Integ. Sp.Ed.		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	540	350	45	45	150	200	-0-	510	1,840
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	575	375	200	200	230	240	230	305	2,355

Grade/Subgroup: Gr. 4/5 Self Cont. Sp.Ed.		English	Math	Science	Soc Stud	Acad Sup	Specials	Elective/ Enrich	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	685	330	-0-	-0-	-0-	140	-0-	585	1,740
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	550	400	200	200	230	240	230	305	2,355

TEACHER SCHEDULES

Please complete the following table for your current and proposed teacher schedule. If you are staggering staff schedules and will have different shifts of teachers please complete the chart for all shifts. If you are not staggering schedules please just fill in the columns for shift 1.

	CURRENT	PROPOSED	DIFFERENCE
Teacher Start and End Times - Full days	9:00-3:35	Shift 1: 8:00-4:07 Shift 2: 8:00-3:35 Shift 3: 9:00-3:35 Shift 4: 9:00-4:07	Shift 1: +92 mins. Shift 2: +60 mins. Shift 3: -0- Shift 4: +32 mins.
Teacher Start and End Times - Early Release days	9:00-4:00	Shift 1: 8:00-4:00 Shift 2: 9:00-4:00 Shift 3:	Shift 1: +60 Shift 2: -0- Shift 3:
Total Hrs Per Day – Full days	6 hrs. 35 mins.	Shift 1: 8 hrs. 7 mins. Shift 2: 7 hrs. 35 mins. Shift 3: -0- Shift 4: 7 hrs. 7 mins.	Shift 1: +92 mins. Shift 2: +60 mins Shift 3: -0- Shift 4: +32 mins.
Total Hrs Per Day – Early Release days	5 hrs. 50 mins.	Shift 1: 8:00-4:00 Shift 2: 9:00-4:00 Shift 3:	Shift 1: +60 Shift 2: -0- Shift 3:
Number of Full Days per Year for Teachers	143	Shift 1: 143 Shift 2: 143 Shift 3: 143 Shift 4: 143	Shift 1: -0- Shift 2: -0- Shift 3: -0- Shift 4: -0-
Number of Early Release Days per Year for Teachers	39	Shift 1: 39 Shift 2: 39 Shift 3: 39 Shift 4: 39	Shift 1: -0- Shift 2: -0- Shift 3: -0- Shift 4: -0-
Total Required Work Time Per Year for Teachers (Hrs/day X #days/yr) full days + (Hrs/day X #days/yr) ER days	1,123	Shift 1: 1,477 Shift 2: 1,380 Shift 3: -0- Shift 4: 1,295	Shift 1: +354 Shift 2: +257 Shift 3: -0- Shift 4: +172

Please attach three sample teacher schedules (some combination of core academic teachers, self-contained classrooms, specialists and interventionists across grade levels) and complete the tables below for each schedule. Use N/A in place of “number of periods” when appropriate. If there are additional professional development days that do not appear in your sample teacher schedules, please briefly describe them in the space below.

Teacher Role/Subject Area: Primary Teacher		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	1,200	30	30	150	45	320	1,775
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	1,400	100	100	150	95	850	2,695

Teacher Role/Subject Area: Intermediate Integ. Teacher		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	945	30	30	150	45	545	1,745
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	1,750	100	100	150	95	1,010	3,205

Teacher Role/Subject Area: Self-cont. Sp.Ed. Teacher		Instruction	Collaboration	Data Review (beyond collab.)	Individual Planning/Prep	Prof. Dev.	Other	Total
Current (SY 12-13)	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	1,280	30	30	150	45	479	2,005
Proposed	# of Periods	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	# of Minutes	1,475	100	100	150	95	1,010	2,930

IV. SUSTAINABILITY PLAN

A. RE-ENGINEERING STRATEGIES

Please describe in the space below how you will staff the expanded school day/year including any of the following, if applicable: staggering staff schedules, integration of community-based partners, new staff positions, reduced/reallocated staff positions, change in work hours for teachers, new roles for existing staff, use of blended learning, rethinking class size. Please also describe any changes that have been made or will need to be made to collective bargaining agreements and district policies to enable implementation of your school’s plan. (500 word limit)

The Re-Engineering Team has worked steadfastly with school staff to explore staffing options for School 46’s expanded school day that ensures quality programming and is fiscally responsible and sustainable over time. The strategies for doing so include:

- Optional staggered schedules for classroom teachers ensuring that all are present during core instruction
- Optional staggered schedules for special service providers (Speech, OT/PT, ESOL, etc.) ensuring that mandated services are provided while not compromising the core instructional blocks
- Staggered schedules for special subject teachers (PE, Music and Art) and classroom teachers ensuring that their expertise can be a part of the enrichment offerings
- Integration of community-based partnerships to provide enrichment offerings and intervention services
- Selection of a Technology Teacher Assistant to supervise technology-based learning opportunities
- Procurement of the Greater Rochester Health Foundation Grant to enable efficient use of time with “grab ‘n go” breakfast, along with the support staff to facilitate this process
- Procurement of the Greater Rochester Health Foundation Grant which enables to selection of staff to provide healthy living habits enrichment opportunities

B. BUDGETING

Please attach a current school budget (for SY 2012-13) and a proposed school budget (for SY 2013-14). Also, please complete the chart below to describe projected increases in annual expenditures and the impact on your school’s per pupil expenditure (PPE).

A	SY 2013-14 Proposed School Budget	\$ 2,237,238
B	SY 2012-13 School Budget	\$ 2,527,662
C	Difference between Projected SY 2013-14 and SY 2012-13 Expenditures (A-B)	\$ -290,424
D	Projected Additional SY 2013-14 Per Pupil Expenditure (C/total enrollment)	\$ -922

Projected Costs

- 1) Please describe in the space below the major changes to your budget that are related to your school's implementation of your new school day and year

	Description	FTE (Add'l Full Time Staff Only)	# of Hours	Rate of Pay	Expenditure
Tchr/Admin (FTEs)	Art Teacher	0.5		\$60,315	30,158
Salaries	Librarian (Possibly part of general fund adjustment?)	0.5		\$60,315	30,158
Tchr/Admin (Hourly)	10 Teachers		3,000	\$37	111,000
Salaries					-
Total		1			171,315
Civil Service (FTE)	Teaching Assistant	1		\$27,988	27,988
Salaries	Cleaner	0.5		\$28,054	14,027
Civil Service (Hourly)					-
Salaries	Clerical Overtime		185	\$ 47	8,603
Total		1.5			50,618
Total Salaries		2.5			221,933
80 - Benefits					82,112
Contracted Services	Mercier (City Recreation In Kind)				35,000
	Nazareth (In Kind)				-
Total					35,000
Supplies	Custodial Supplies				2,000
	Computer Software				150
	Instructional Supplies				9,450
Total					11,600

Transportation	Transportation	101,250		
	Field Trips	5,000		
46 Total		106,250		
Nursing Services		14,468		
Total		14,468		
Utilities		2,136		
Total		2,136	315	Enrollment
Grand Total	2.5	473,498	378,000	\$1,200 per child target
				(95,498) Variance
SIF				
SIG				
Title I SAS				
21st Century			472,500	\$1,500 per child target
Other				(998) Variance
Total Grant Funding		-		
Net General Fund		473,498		\$ 1,503 Current Cost per student

- 2) If applicable, describe in the space below any anticipated changes to your school’s budget that may not be related to implementing your new school day and year (e.g. changes in student population requiring new staff, curriculum changes requiring substantial investment, etc.)

NA

Projected Funding

- 1) Please describe in the space below how you are planning to reallocate any school or district funds to cover the costs of your new school day and year

High quality expanded learning opportunities are needed to prepare students for success in academic learning, life, and the global economy. The traditional school calendar which limits time to 182 six and a half hour school days, does not allow for differentiated supports which can promote deeper learning for all students. The focus of planning for expanded learning in the Rochester City School District has been on creating learning opportunities which offer more and better learning time for Rochester’s students. With a focus on a rigorous, well-rounded education, expanded learning opportunities can close the achievement and opportunity gaps for youth and improve academic outcomes, as well as overall student engagement and motivation for learning.

Rochester City School District has engaged with the National Center on Time & Learning (NCTL) to guide the planning in eight elementary schools (Schools 3, 9, 10, 19, 23, 34, 45, 46) toward high quality expanded learning. These schools are redesigning the traditional school day/year by expanding and strengthening the use of time by at least 300 additional hours to support focused school wide priorities to improve student achievement. All student schedules will reflect rigorous academics with differentiated student supports including academic intervention or acceleration, socio-emotional learning, and engaging enrichment. Frequent data cycles and targeted teacher development will promote an enhanced school culture of high expectations utilizing a systemic approach to analyze and respond to data and strengthen instruction. This work has been possible through a grant through the Ford Foundation.

Additionally, RCSD must respond to the School Accountability mandates which include expanded learning time as part of a whole school reform plan in all priority schools. Several schools have submitted School Innovation Fund (SIF) or School Improvement Grant (SIG) applications to fund the delivery of expanded learning as part of their school improvement efforts. Schools 9 and 34 have been approved for SIF with a strong focus on Expanded Learning. A SIG application for School 17 focused on the development of a community school model, including dual language programming and expanded learning is pending. Additional SIG applications for Schools 3 and 45 will be submitted, as was a 21st Century Community Learning Center Grant. Monroe High School, and NorthEast & NorthWest College Preparatory High School must also include expanded learning as part of their school improvement plan. Additional technical assistance for expanded learning planning has been requested from The After-School Corporation (TASC) and Generation Schools of Brooklyn.

Rochester City School District cannot do the work of expanded learning alone. Community partnerships and full

integration of wrap-around services are required in this approach. Leveraging current investments and relationships toward a more collaborative, coordinated service delivery model is an essential strategy to ensuring sustainability expanded learning offerings. This collaboration has been evidenced by joint grant applications with the City of Rochester, Quad A for Kids, and Baden Street Settlement. A community wide Request for Proposals will help ensure complementary partnerships which support academic learning and youth development in our schools.

2.)If your school requires additional funds to expand the school day, describe in the space below potential and committed revenue sources

Mercier Literacy- This program utilizes highly qualified NYS certified teachers from across the county, to provide literacy instruction. The program is evidenced-based practices and will support our instructional priority utilizing accurate pre and post-assessments that are commonly known to most teachers. Services are a compilation of in kind services and SAS/Title One supplemental services.

The City of Rochester offers an abundance of year-round social, cultural and athletic programs at its Recreation and Community centers for youth. This collaborative, well established partnership will support the School #46 R Time Initiative with in-kind services to support our enrichment priority and specific in the areas of health, wellness, and arts.

Our newly established Nazareth Community College partnership will provide student teachers, and graduate students to support Homework Academy and our Reading Incentive Program in gratis. Both of these endeavors support our instructional priority.

In addition, the school has written for the Greater Rochester Health Foundation Grant which will supply supplemental funding.

V. BUILDING SUPPORT FOR YOUR SCHOOL REDESIGN PLAN

Please provide evidence in the table below of how you built community support for your school redesign plan. Attach any supporting documentation if applicable.

STAKEHOLDER	EVIDENCE OF OUTREACH
Staff	<ul style="list-style-type: none"> • Teacher representation on ELT & Re-Engineering Teams • Team attendance at all ELT training sessions • School –based turnkey training after all ELT training sessions • Electronic staff survey/shared survey results with staff • Strategically placed information-gathering charts around school • Postings on school website • Bi-weekly staff bulletin with ELT updates • ELT updates shared at monthly SBPT meetings
Parents	<ul style="list-style-type: none"> • Presentation at PTA meetings • Regular updates with PTA President • Strategically place information-gathering charts around school • Parent information night when ELT video was shared • Parent Survey • Postings on PTA and school websites
Students	<ul style="list-style-type: none"> • Information sharing with Student Council • Student survey • Strategically placed information-gathering charts around school
School Board	<ul style="list-style-type: none"> • Presentation to a sub-committee of the Board of Education on School 46’s interest in becoming and integrated arts school which will be incorporated into the ELT enrichment component
Community Stakeholders	<ul style="list-style-type: none"> • Attendance at the Browncroft Neighborhood Association • Presentation to the Mercier Literacy Board

Seven Essential Elements of High-Quality Expanded Learning Time Schools

High-quality Expanded Learning Time schools redesign, strengthen and expand the school day/year by adding at least 300 additional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills, and experiences needed for success in college and careers

Elements

1 Focused School-wide Priorities

New school day/year driven by a small set of priorities to improve student achievement

2 Rigorous Academics

All student schedules include challenging ELA, math, science, and social studies courses

3 Differentiated Supports

All student schedules include academic intervention or acceleration taught primarily by certified teachers

4 Frequent Data Cycles

Systemic approach to analyzing and responding to data to improve instruction

5 Targeted Teacher Development

All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

6 Engaging Enrichment

All student schedules include enrichment courses beyond traditional district offerings

7 Enhanced School Culture

School-wide plan to build a culture of high academic and behavioral expectations

Requirements

- No more than three school-wide priorities, including one school-wide instructional focus
- Clear and measurable goals that monitor progress towards priorities
- Time allocated to academic instruction reflects student needs
- At least 120 minutes weekly, for all students
- Students grouped based on data identifying academic needs
- At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data
- School-wide protocols for analysis
- 4 to 6 interim ELA and math assessments yearly
- At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis
- School-wide protocols for collaboration
- Administrators participate in and support collaboration
- All students receive at least 90 additional minutes each week for enrichment
- Enrichment offerings are based in part on student interests and choice, with opportunities for mastery
- Time to recognize achievement and reinforce positive behavior at least monthly

Flexibilities

- Individual priorities
- Methods to monitor progress towards goals
- Specific time allocations
- Curriculum
- Instructional approach
- Curriculum
- Types of data protocols
- Types of interim assessments
- Types of collaboration protocols
- Staffing and program offerings
- Time allocated for each student may exceed 90 minutes; students who require additional academic supports may have fewer enrichment offerings than those needing fewer academic supports
- Approaches to recognizing positive behaviors and academics
- Types of social-emotional supports