

CONTINUATION PLAN
 School Improvement Grant (SIG) 1003(g)
 2015-16

School:	Enrico Fermi School 17	District:	Rochester City School District
BEDS Code:	<i>261600010017</i>	District Contact:	<i>Caterina Leone-Mannino / Ray Giamartino</i>
Enrollment:	<i>699 (as of 5/22/15)</i>	SIG Model:	<i>Transformation</i>
Grades Served:	<i>PreK-8th</i>	Cohort:	<i>4.1</i>

Guidance: District and school staff should respond to the *Summary* sections of this document by both analyzing and summarizing the key strategies of the 2014-15 school year in light of their realized level of implementation and their impact on student learning outcomes. Collectively, the *Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies, as well as their long-term sustainability and connectivity to diagnostic review feedback.

Green	<i>No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.</i>
Yellow	<i>Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.</i>
Red	<i>Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.</i>

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		<i>At the beginning of the year, districtwide turnaround efforts were directed and coordinated from the Office of School Innovation (OSI), led by the Executive Director of School Innovation. The cross-functional nature of this work has been elevated and done in conjunction with the Deputy Superintendents for Teaching & Learning and for Administration. As the year progressed, structures such as Chiefs' Meeting and Cabinet reporting were utilized to keep the turnaround work front and center for a wider group of</i>	<i>The general structures outlined in 14-15 SY are anticipated to continue, although our experience to date reveals two emerging needs: 1) to build communities of practice around key reform work; and 2) to differentiate district supports to these schools more flexibly. <i>Additional consideration must be given district support for Priority Schools and the new expectations of Receivership. The timeline for school improvement in priority schools and the</i></i>

	<p><i>district leaders. Our work to build capacity around the Diagnostic Tool for School and District Effectiveness has also resulted in a wider understanding of effective practice and the continuous improvement cycle at a global level.</i></p> <p><i>Supporting the work at the school level is supported and overseen by the Chief of School Transformation, focused on providing direct differentiated supports for elementary and K-8 Priority schools. As part of this work, the Chief has developed an “Instructional Excellence” initiative which aims at improving instruction in the lowest achieving schools, and also coordinates with the Board of Education’s focus on these schools. The Chief leads these schools as a professional learning community which provides both support and enables sharing of best practices.</i></p> <p><i>The Chief of Secondary Schools works to provide coaching and supervision at all high schools, including the Priority high schools (Monroe, Douglass Campus, Wilson). The Chiefs are situated in the Department of Teaching & Learning, providing a link to the oversight and guidance specific to curriculum and instruction.</i></p> <p><i>Each school is supported by a School Ambassador, who works closely with each school leader to facilitate the implementation of SIG strategies through granular, weekly support. The Director of Expanded Learning supports schools in their plans to operationalize the additional 2-300 hours of expanded opportunities in ways that support</i></p>	<p><i>differentiation of district support (both human and fiscal) to its most needy schools must be revisited. District leaders must define a clear vision of what constitutes a good school and create a framework in which the principal has autonomy to work with faculty on an improvement agenda with collaborative support from the district. CET Recommendation 24: Consider autonomy of scheduling, bilingual program, and special education service continuum. Under the new expectations of receivership, the district must outline and come to agreement about how it will give school principals real authority in the areas of staff selection, school scheduling, instructional programs, and use of and redirection of new and existing resources. Principals and teacher-leaders of low-performing schools need flexible resources and the ability to redirect current resources to adopt a comprehensive school improvement design — aligned with the districts’ strategic vision — that can help them improve the school’s climate, organization and practices.</i></p> <p><i>Thus, we are honing a level of support around professional learning communities, aimed at more firmly connecting the work of these schools with District transformation and the Office of Professional Learning. While the Chief of Transformation has created this with his Priority School Principals, we are planning to expand the practice to specific aspects of transformational work. This professional learning community approach offers two key benefits: 1) It builds sustainability because it better aligns District and school improvement; and 2) It improves implementation at both</i></p>
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		<p>transformation.</p>	<p>levels because it integrates the school and district perspectives.</p> <p><i>After working with schools for the past year and a half, we have learned that the level and type of support demanded by each varies widely. The Office of School Innovation along with the Office of the School Chiefs will develop a plan for differentiated support and monitoring of each Priority School which reflects the individual strengths and needs of each school leader. For example, school leaders with experience in grants management and DTSDE reviews, as well as familiarity with central office structures, will be given more autonomy in operation and reporting with monthly reporting and check-in with School Chief and possibly, District Cabinet. (i.e. School 17, Monroe, East EPO). Schools with principals who have a demonstrated track record of instructional leadership but are not as familiar with grant monitoring and central office structures, will continue to receive bi-weekly support from the Office of School Innovation focused specifically on these supports (i.e. School 8, 34, NW College Prep). Stronger joint monitoring and principal support from the school chief and OSI ambassador will follow for other schools on a weekly basis to ensure appropriate alignment with school improvement, fiscal and central office support (i.e., Schools 3, 9, 41, 44, 45, NorthEast College Prep, and Wilson)</i></p> <p><i>We note that with a change in leadership in School Innovation, there may be changes forthcoming. The District will keep the School Turnaround Office abreast of these</i></p>
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			<p>developments. Every effort to smoothly transition a new Executive Director for the OSI will be made with individual support and integration in planning meetings beginning immediately.</p>
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>		<p><i>The District continues to evolve in our ability to support schools in coordinated and coherent ways. As new roles and new personnel are developed, OSI and the School Chiefs engage in ongoing reflection and process improvement about how to support schools in cross-functional ways that balance timely action with deliberate oversight and guidance.</i></p> <p><i>Improvements this year include:</i></p> <ul style="list-style-type: none"> • <i>Regularly established work sessions for the School Chief and School Ambassador to problem-solve and execute key decisions that surface from the visits and from daily work;</i> • <i>The inclusion of School Innovation in the weekly Chiefs’ Meeting; The Office of School Innovation holds bi-weekly SIG budget reviews, as well as bi-weekly staff sessions in which we raise actions required at each Priority school. These are then shared with Chiefs or appropriate leaders.</i> • <i>A widening group of District leaders engaged in the District and school improvement work, made possible by the addition of two new Deputy Superintendents at the beginning of this year.</i> <p><i>We have continued our decision to apply the required bi-monthly Progress Monitoring</i></p>	<p><i>The appropriate structures are largely in place, although there is always room to be more consistent in applying these communication and coordination structures. The most significant improvement we could make in this arena is to further integrate and align the support provided to schools.</i></p> <p><i>The Diagnostic Tool for School and District Effectiveness (DTSDE) review process, and the link to the School Comprehensive Education Plans (SCEP) anchor the work of school improvement. Ensuring that each school has an actionable plan for improvement that integrates its SIG initiatives as well as input from the review and District leadership is the critical first step. Then, continuing to use that tool as a guiding frame for cross-functional supports.</i></p> <p><i>The SIG-related progress monitoring coordinated through School Innovation will continue to be integrated into weekly cross-functional meetings with the Deputy Superintendents, School Chiefs, and Directors of Teaching & Learning, Student Placement, and Specialized Services. The meeting will include problem-solving and action planning regarding outstanding issues at each priority school with specific requests for district support and monitoring. Bi-weekly budget meetings will continue to ensure on-time, aligned, and maximized expenditure of grant funds to</i></p>

	<p><i>process as a formative tool, which we use to guide conversations and planning with principals, and with key staff at the building. The School Ambassadors work regularly with school teams, which enables these reports to be deeply informed by the daily work. The emerging actions from those reviews are outlined in reports submitted to date. Where possible, since the 2nd cycle, the formal reviews have included the School Chiefs as well. Then the written report always generates a high-level review and discussion including the Deputies and Superintendent.</i></p>	<p><i>support school improvement priorities.</i></p> <p><i>A new level of alignment will include the engagement of the School Based Planning Team SBPT) at each building to include SIG updates on each monthly agenda. This will ensure that SIG plans are held as a priority and an agreed upon sense of urgency can be established. This will be essential given the receivership timeline for continuation. Key decisions regarding community engagement, staffing, and budgeting will be required by midyear.</i></p> <p><i>School Chiefs and the Office of School Innovation will utilize a differentiated support schedule to engage school principals in individual check-in sessions on a weekly, bi-weekly, and/or monthly basis dependent on the level of monitoring agreed upon with District Cabinet (as outlined above). Monthly school visits by the School Chief will include review of data points aligned with SIG and SCEP goals. Monthly Data Dives will be jointly conducted with the School Chief and School Innovation, based on updated data will be provided by the Office of Accountability.</i></p> <p><i>District Cabinet/Team Meetings will include a bi-monthly written update for each Priority School as well as recommendations for District Executive Cabinet consideration in preparation for continued flexibilities under receivership and the impact on the overall district support structure. Bi-Monthly SIG Progress Reports are reviewed individually with the Superintendent and Deputy Superintendents</i></p>
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			<p><i>to ensure appropriate progress and support; these will continue.</i></p> <p><i>To address more global school improvement, beyond Priority schools, a district team is participating in NYSED's DTSDE PLC training to better align instructional supports including curriculum supervision and guidance, professional learning, innovation, and supervision.</i></p>
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Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<ul style="list-style-type: none"> • <i>The After-School Corporation (TASC) will not continue as a partner in the 14-15 SY.</i> • <i>Charles Settlement House (CSH) was supposed to be discontinued as an expanded learning provider, however, due to a shortage of staff to supervise ELT, they continued to support School 17 students in the a.m. ELT period. Their role as the convener for the community group Charles House Neighbors in Action (CHNA) will be enhanced with a leadership role in the Center for Continuous Learning, including adult education and family literacy options for families of School 17. No contract was issued for community support due to a lack of documentation regarding outcomes from the previous year's contract for similar services.</i> 	<ul style="list-style-type: none"> • <i>A Community Engagement Team will be established in preparation for the 15-16 SY. The Community Engagement team will include principal, parents/guardians, students (grades 7-8), teachers, community agencies for social services, health, and mental health needs of students, child welfare, CTE and workforce development, and youth development programs. The Community Engagement Team will review the School Improvement Plan, SCEP, and offer recommendations for improvements during the receivership period of the next 2 years. This team will support the sustainability of the community school design.</i> • <i>Charles Settlement House (CSH) will continue to serve as a lead partner in convening the Charles House Neighbors in</i>

	<ul style="list-style-type: none"> • YMCA of Greater Rochester served 95 students in grades 7-8 as a community provider for expanded learning, with a focus on health, recreation, and wellness programming. Programming was uneven in quality, with the majority of time offered in free play in the gymnasium in large groups. • IBERO American Action League served 75 students in grades 6-8 as a community provider for expanded learning. They are able to provide bilingual support. The focus will be on the provision of Arts Integration including dance, arts, and drumming. This will include the daily provision of 1.5 hours of ELT. ELT offerings included creative writing, substance abuse education, individual counseling and outreach, STEM programming, and CATCH physical activity. • Fallsview Academy was planned to be added to the expanded learning menu, providing certified teachers to serve as a Supplemental Academic Service provider. Based on academic ability and assessment placement, students will be supported with SRA/McGraw Hill Connecting Math Concepts and Common Core Coach for Mathematics and Reading Mastery, Corrective Reading, Guided Reading, Common Core Coach, and 6 plus 1 Writing Traits for English Language Arts. This company went out of business and therefore the service was never provided. • PLC Associates will continue to provide support that will be more tightly focused on supporting the distributive leadership capacity in the Community Schools, 	<p>Action (CHNA) which promotes leadership in the neighborhood for affordable housing (45 new owner-occupied homes with Cornerstone Builders), Emergency Services (food pantry, children’s clothing closet), advocacy. CSH also hosts an offsite after-school program for 60 school-age children (not all from School 17). Possibilities are being explored for shared housing of the Center for Continuous Learning/ Adult Education and Workforce Development with CSH and the City of Rochester. CSH will likely not continue as an expanded learning partners at School 17. CSH will support the community school design and wrap-around service for students and families. (CET Recommendation 3)</p> <ul style="list-style-type: none"> • YMCA of Greater Rochester has served 95 students in grades 7-8 as a community provider for expanded learning, with a focus on health, recreation, and wellness programming. The quality of these services has been inconsistent and highly variable in terms of student safety and satisfaction. Failure to align this programming with the school’s instructional priorities and multiple issues with student supervision have strained the school’s relationship with this provider. We are currently exploring whether this service can be eliminated to expand on another ELT provider. • We are seeking to expand the role of IBERO American Action League as a lead community school partner to serve students as a community provider for expanded learning as well as take on a
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	<p><i>Expanded Learning, and Dual Language Work Groups and progress monitoring toward the SIG goals.</i></p> <ul style="list-style-type: none"> • Dr. Leo Gomez of the Dual Language Training Institute provided introductory training to all bilingual and ESOL staff on the dual language enrichment model. (Ms. Kleyn will be in Mexico for her Fulbright Scholarship assignment in 14-15 SY). Key features of this work will be implemented school-wide in the 15-16 SY. • Hillside Family of Agencies/Crestwood Children Center Division will continue to provide satellite mental health services through a 5-day a week clinical service model and on site social worker. • National Center for Time & Learning (NCTL) (funded by the Ford Foundation) will continue to serve as a coach in the implementation and progress monitoring of School 17's research-based model of expanded learning. Guidance on sustainability strategies, as well as efficiency strategies will be key as School 17 progresses in implementation. The NCTL model includes time for differentiated academic supports, engaging enrichment, and enhanced school culture. Additionally, the focus on teacher development through embedded professional learning and frequent data cycles is essential in ensuring utilization of the expanded learning time as a lever for improving student achievement. • West Ed Professional Development in Family & Community Engagement: Academic Parent-Teacher Teams (APTT): WestEd will conduct a needs assessment 	<p><i>new role as a family engagement specialist. They are able to provide bilingual support and have a positive history in the Rochester community in leading the Latino community in improvement and reform efforts. The focus of ELT will be on the provision of Arts Integration including dance, arts, and drumming as well as bridging the cultural gaps. This will include the daily provision of 1 hour of ELT for multiple groups of students. Additionally, IBERO offers early education/daycare programming from age 6 weeks to age 5 and can serve as a potential feeder partner to the School 17 Dual Language Program, providing early education and advocacy for students and families. Other services include mentoring, STD and pregnancy education, and domestic violence services. Family engagement, parent volunteerism, and adult education are other services that are being considered to support the Center for Continuous Learning. Their successful partnership with the Eugenio Maria de Hostos Charter School in Rochester, NY can provide possible options for the future receivership of the school. IBERO will serve as a key partner in the Expanded Learning implementation, community engagement, and bilingual service provision.</i></p> <ul style="list-style-type: none"> • Gomez & Gomez will continue to provide embedded coaching and professional workshops related to the implementation of the Best Practices in the Dual Language Enrichment Model. Gomez and Gomez will support the implementation of the Dual Language framework and support the
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		<p>during the 14-15 SY and plan to provide all teachers and administrators at School 17 professional development in the Academic Parent-Teacher Teams strategy through a four-day course (Summer 2015) focused on creating intentional and successful partnerships with families. This will continue to support and enhance the community school strategy. Due to several challenges with this provider locally, this never occurred and will be discontinued.</p>	<p>development of School 17 into a center of excellence for language and literacy development.</p> <ul style="list-style-type: none"> • PLC Associates will change the focus of support to more tightly complement the administrative team's capacity to engage in crucial conversations regarding the quality of instruction as aligned to CCLS implementation and teacher evaluation with the Danielson Framework for Teaching. This will support the overall improvement of instructional quality to enhance teaching and learning in the implementation of CCLS through Project Based Learning. • Hillside Family of Agencies/Crestwood Children Center Division will continue to provide satellite mental health services through a 5-day a week clinical service model and on site social worker. We have maximized the case load for the current clinician and are hoping to increase the number of billable mental health service days from 2 to 3 days per week to increase sustainability. Hillside will be a key partner in the attainment of a community school concept, including the provision of wrap-around services. CET Recommendation 27 • National Center for Time & Learning (NCTL) trained school coaches will continue to support the implementation and progress monitoring of School 17's research-based model of expanded learning. Guidance on sustainability strategies, as well as efficiency strategies will be key as School 17 progresses in implementation. The NCTL model includes time for differentiated academic supports,
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		<p><i>engaging enrichment, and enhanced school culture. Additionally, the focus on teacher development through embedded professional learning and frequent data cycles is essential in ensuring utilization of the expanded learning time as a lever for improving student achievement. A new focus on the integration of writing, arts, and project-based learning opportunities will support enhancements for the 1516 SY. NCTL will support the expanded learning goal in the SIG.</i></p> <ul style="list-style-type: none"> • Eastman Dental Center will continue to provide on-site dental services for students, families, and residents of the neighborhood. Enhancements of the current service include the possibility of inclusion in a case-management approach. Eastman Dental is a key partner in the community school concept in the provision of wrap-around services. • Unity Health provides on-site medical services for all registered families. Enhancements of the current service include the possibility of inclusion in a case-management approach. Additional offerings through the Center for Continuous Learning including health education programming for families are planned. Unity Health is a key partner in the community school concept in the provision of wrap-around services • City of Rochester Neighborhood Safety Net meets bi-weekly at School 17 and provides a network of access to Monroe County Child Protective Services, Office of Children and Family Services, Pathways to Peace (gang intervention), Rochester
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		<p>Optical Services, Faith Based Communities, and Department of Mental Health. The Neighborhood Safety Net begins to lay the foundation for a wrap-around service concept that will be enhanced by a case management approach. Further discussion is planned with the Mayor regarding consideration of a beacon school concept and partnership. (CET Recommendation 2, 6, 9, 27)</p> <ul style="list-style-type: none"> • Center for Youth Services provides a full time onsite behavioral learning specialist to support alternatives to suspension. The utilization of these services have shifted from “back up” for the ISS teacher assistance to provision of workshops to support socio-emotional development and growth for students assigned to ISS, providing male leadership, and on-site student requested appointments for counseling and informal mentoring. Center for Youth supports the provision of wrap-around services and community school approach, as well as enhanced school climate. • Partners in Restorative Initiatives (PiRi) has provided initial support in reestablishing a positive school culture through leading of staff peace circles to focus on healing and forwarding thinking. Continued work in training teachers in how to conduct restorative dialogues, mediation, and peace circles is planned. • M.K. Gandhi Institute for NonViolence will facilitate joint training for students and staff in the principles of Kingian Nonviolence and the stages of conflict. Additionally a leader from the Gandhi
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		<p>center will lead a student run ELT group as a Nonviolence Club in the 15-16 SY. This will support improved school climate, as well as building student voice in the upper school (Grades 6-8); this will support expanded learning and wrap around service approach.</p> <ul style="list-style-type: none"> • Center for Governmental Research (CGR) and the Farash Foundation have engaged in preliminary planning discussion with School 17 regarding further development and support of the robust community school model which can serve as a beacon for the community. The City of Rochester has also invited school and district leadership to the table to discuss this community beacon school model. CET Recommendation 2, 9) • Rochester AmeriCorps (MCC) will continue to serve students at School 17 in the support of expanded learning. • Rochester Youth Year AmeriCorps VISTA Fellow (University of Rochester) will be assigned to assist in 1) inventorying all community assets willing be linked into the community school framework at School 17, 2) pilot a newly designed case management approach with 15-20 students/families and the agency network; 3) develop a clear framework for scaling the case management approach with shared tools, intake, progress monitoring, and contacts to support the community school model and provision of wrap-around services. (CET Recommendation 2, 27) • Rochester summer LEAP – Horizons at SUNY Brockport and Horizons at Allendale
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		<p>Columbia continue to grow summer programs to support students at School 17. Both programs have extended their reach to include students transitioning from PreK to K and up to 3rd grade. They will continue adding a cohort each year and continue to serve students until grade 8. This structured approach to stemming summer learning loss in this evidence based summer experience is a great asset to School 17 and will continue to support the expanded learning goals.</p> <ul style="list-style-type: none"> • Field of Dreams is a newly established partnership which includes local philanthropy, sports teams, and the Police Foundation (NYS Troopers, Monroe County Sherriff, Rochester Police Department) in establishing leadership outreach to 50-75 young men at School 17 ages 10-14. Beginning with a summer experience, these role models will serve as MENTors for the long haul. This will continue to support expanded learning and wraparound services as we seek to transform school climate. • Rochester Chess Club will begin to provide structured chess instruction to School 17 students. Additionally, Games in Schools will support School 17 with a cooperative learning game library to promote cooperative strategies and positive youth development. These will both support engaging enrichment activities for ELT. • Help Me Read, in partnership with the Ark of Jesus Fellowship, provides coordination for volunteers who support students individually in reading and tutoring. • CET Recommendation 8: County Services
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			<p>– School 17 leadership will begin to explore partnership opportunity with Monroe County Office of Mental Health, Department of Human Services, and Temporary Assistance to Needy Families. A collaborative educational and service oriented Human Service Fair will be piloted at School 17 in the 15-16 SY.</p> <ul style="list-style-type: none"> • CET Recommendation 20: Community Garden – School 17 leadership will explore grant funding opportunities with GreenTopia/Green Visions for community gardening projects and integration into expanded learning • CET Recommendation 29, 31: Increase training for school level volunteers by district staff and instructional specialists in procedures and reading strategies
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>		<p><i>Accountability metrics from 13-14 SY were enhanced with joint review of contracted providers among school leadership, School Chief, OSI Ambassador, and district level directors (as applicable). These occurred quarterly, aligned with progress report dates to NYSED and included:</i></p> <ul style="list-style-type: none"> • Quarterly reviews of contract requirements. • Onsite observations of partner-led classes and activities • Participation rates • Survey data • Youth Program Quality Assessment (ELT) • Student level outcomes (academic, socio-emotional learning, performance based assessments) <p>Across all contract, the Office of School Innovation and Office of Legal Counsel assist</p>	<p><i>Contract monitoring will continue as in the 1415 SY. Additionally monthly meetings will be conducted between the principal and director of IBERO including joint observation of ELT programming and direct services to students. This will be two-fold in nature: 1) ensure consistent expectations of staff, 2) address any problems immediately in the spirit of collaborative problem-solving and strengthened, deeper partnership. Shared evaluation for ELT includes the Youth Program Quality Assessment and the NCTL Progress Monitoring protocol. The results will be jointly reviewed to align improvement planning.</i></p>

		<p>schools in the preparation of language to support clear deliverables and progress monitoring structures. School Ambassadors and school level leaders provide oversight to the working relationship with partners; OSI is able to intervene when necessary to problem-solve and work through difficulties with vendors. In several cases, contracts have been discontinued due to lack of satisfaction with the service or failure to meet deliverables and outcomes. The scope of service has been modified in several cases as necessary to focus the delivery of services to match district and school level need for student learning.</p>
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.</p>		<ul style="list-style-type: none"> • <i>Spanish Language Arts (bilingual program)</i> • <i>Master Schedule aligned with Part 100 regulations</i> • <i>Continued implementation of NYS Common Core Modules</i> • <i>Increased focus on understanding Common Core Learning Standards and Instructional Targets</i> • <i>Utilization of Common Core Domain Assessments as formative assessments to adjust instruction</i> • <i>Increased focus on differentiated instructional strategies</i> 	<ul style="list-style-type: none"> • Backward Mapping of CCLS to create grade-level long range plans and identify common grade level performance tasks (5 ELA/SLA and 5 Math) to be utilized for portfolio assessment of CCLS. <i>(CET Recommendation 12)</i> • Refined implementation of CCLS to shift from “page-turning teaching of the modules” to a deepened understanding of learning targets, interdisciplinary learning themes, and authentic learning tasks. <i>(CET Recommendation 12)</i> • Continued use of School-wide screening

		<ul style="list-style-type: none"> • <i>Consistent school-wide universal screening and progress monitoring tool/data analysis</i> 	<p>and progress monitoring including NWEA Measures of Academic Progress (Fall, Winter, Spring in ELA and math), AIMSweb progress monitoring monthly, and EDL DRA for Spanish Reading Assessment. <i>(CET Recommendation 15)</i></p> <ul style="list-style-type: none"> • Identification of grade-level writing prompts across content area to support CCLS and consistent, school-wide formative assessment. • School leadership should adjust their walk-throughs to look for lesson plans that contain key elements of effective instruction, such as, learning targets, DDI, differentiation. • School leadership and coaches should identify staff members who provide engaging lessons to students in order to further develop an internal network of peer-to-peer support.
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>		<p>Professional development and coaching for the 14-15 SY will be strategically targeted to promote school-wide understanding and implementation of targeted instructional strategies to support CCLS rigor. The focus will be specifically on strategies that support a differentiated instructional approach and those referenced in the CC Modules. This continues to be a struggle; there has not been consistent accountability nor expectation on the improvement of instructional strategies. There continue to be pockets of excellence and inconsistent instructional practices among classrooms.</p>	<ul style="list-style-type: none"> • Project Based Learning will be a core focus for improving the school-wide instructional to a more engaging approach; this will also help define the use of expanded learning time and engaging enrichment. <i>(CET Recommendation 12)</i> • School wide implementation of the Gomez & Gomez Challenging, Interactive and Authentic Lessons including teachers as facilitator, comprehensible content, meaningful, interesting, and relevant learning, academic learning , language learning, and Higher Order Thinking Skills. • School-wide Lesson Delivery Structure to include: Focus, Direct Instruction, Bilingual/Pair Activity (comprehension

			<p>level); Bilingual/Pair Activity (higher order thinking level); Closure; Conceptual Refinement and Journal Reflection.</p> <ul style="list-style-type: none"> • Classroom Environment to support language and literacy development including: items labeled in both English and Spanish, word walls in both languages, student generated alphabets, student work displays, literature accessibility, student pairs, content area bulletin boards and charts, furniture arranged to support interactive learning, and learning centers/research centers • Instructional Process: consistency in language of instruction, use of Language of the Day for transitions, minimal worksheets-maximize authentic, meaningful opportunities to read and write, specific attention to language of choice v. language of instruction, use of hands-on meaningful learning, group and individual accountability for assessment, use of paired activities beginning with comprehension to higher levels of Bloom’s taxonomy, minimal whole group instructional, use of conceptual refinement and vocabulary enrichment and journal reflection. • Instructional Leadership Coaching for administrators related to use of Danielson Framework for Teaching and calibration of expectations.
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be</p>		<p><i>The 14-15 Expanded Learning Implementation Plan for School 17 calls for a priority focus on ensuring students “employ listening and reading skills to construct well-written and oral response using evidence from text across the content areas”. Time will be structured to</i></p>	<ul style="list-style-type: none"> • Implementation of Expanded Learning will continue to follow the research based National Center for Time & Learning model and requires a newly focused shift on the definition of more and better learning time at School 17. The school’s

<p>aligned with the Board of Regents standards for Expanded Learning Time.</p>	<p><i>include explicit professional development in the teaching of writing across the content areas, analyzing and responding to data, adjusting ELT offerings to reflect intervention/enrichment, protocols and structures for grade level teams, incorporation of blended learning including Compass Learning Software, inclusion of community partners in grade level meetings and school professional development.</i></p> <p><i>School 17 will utilize the NCTL TIME Collaborative model in the 14-15 SY with embedded expanded learning opportunities for different grade levels at different times throughout the school leading to more efficient use of teacher time and incorporation of stable community partner staff. Aligned with the NCTL 7 Essential elements of High Quality Expanded Learning Time Schools, School 17 will incorporate:</i></p> <p><i>1) Focused School Wide Priorities:</i></p> <ul style="list-style-type: none"> <i>-evidence based answers (written and oral) across content areas.</i> <i>-positive school culture</i> <p><i>2) Rigorous Academics:</i></p> <ul style="list-style-type: none"> <i>-implementation of CC Modules</i> <i>-RCSD Core Instructional Program/Instructional Diet</i> <i>-small group instruction</i> <i>-individualized student learning goals</i> <p><i>3) Differentiated Supports</i></p> <ul style="list-style-type: none"> <i>-At least 120 minutes/week of differentiated support for intervention/acceleration taught by certified teachers</i> <i>-50 minutes of blended learning instruction</i> <p><i>4) Frequent Data Cycles:</i></p> <ul style="list-style-type: none"> <i>-60 minutes/week of grade level meeting</i> 	<p>Instructional Leadership Team has identified writing as a school-wide priority. (CET Recommendation 11)</p> <ul style="list-style-type: none"> • The instructional priority of writing has been tightly focused on constructed response, additional attention on school-wide writing strategies and the identification of multi-genre writing tasks common across each grade level will serve as the foundation for improved consistent school-wide practices and common formative assessments. • Use of common planning time and data teams to support school wide instructional focus, including Looking at Student Work and Data Driven Instructional Protocols. • The school will reexamine the organization of the Intervention Block for both increased time on task for students and the availability of classroom teachers to teach intervention groups. Instructional Leadership Team will examine flexibilities within the master schedule to conduct a What I Need (WIN) Differentiated Support Time (Walk to Intervention Model) across grade levels. The challenge lies in the fact that not all teachers are available/willing to work the additional time. A proposal has been made to request all staff work an additional <u>30 minutes</u> beyond the contractual work day to support this model. (CET Recommendation 11, 17) • Maximize the use of certified enrichment/specials teachers (art, music, PE, library, technology) to support 60 minute periods for collaborative teacher time. • Align enrichment curriculum to CCLS
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	<p><i>focused on data analysis</i></p> <ul style="list-style-type: none"> -individualized learning plans -progress monitoring tools to inform ELT groupings <p>5) Targeted Teacher Development</p> <ul style="list-style-type: none"> -60 minutes of weekly collaboration for embedded professional development including Looking at Student work, collegial learning circles for common instructional strategies, dual language, classroom culture/climate <p>6) Engaging Enrichment</p> <ul style="list-style-type: none"> -min. 90 minutes per week of enrichment by community providers beyond traditional district offerings, partners to include YMCA, IBERO, Eastman Strings, Boy/Girl Scouts, Read with Me, Visiting Artists, stronger alignment with RCSD Office of Athletics <p>7) Enhanced School Culture</p> <ul style="list-style-type: none"> -recognition ceremonies Support from Crestwood, AMLE Trauma-Informed PD 	<p>themes at each grade level, utilizing the long range plans to enhance interdisciplinary planning and a multiple-intelligence, project-based approach to learning.</p> <ul style="list-style-type: none"> • Continued work with community partners is warranted in the areas of student management and engagement. Enrichment offerings need to be reviewed as to alignment to school priorities vs. what the community partners and enrichment teachers want to offer. Student choice needs to be considered. Community partners will be streamlined to deepen fewer partnerships and ensure closer alignment to school instructional priorities (see also community partner narrative). CET Recommendation 22 • The consistent implementation of student expectations for behavior is warranted. Consistency across all grade levels and during all times of day is necessary. The school day needs to be viewed as one entity by all staff, not the core day and ELT. Significant embedded professional development during common planning time will support the use of restorative practices, Kingian NonViolence, responsive classroom, and ATOMS (positive behavior supports). A strengthened focus on Tier I socio-emotional supports and universal expectations for behavior and classroom management will be established. Data teams will review behavioral data points once per month. (CET Recommendation 10, 26, 28, 32)
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<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>	<p>PLC Associates and Instructional Coaches supported the DDI through 60 minutes of grade level data team time embedded throughout the school day and 60 minutes of common planning time embedded within the contractual day each week. Additionally, one ½ day will allotted per marking period to engage in deep level DDI school wide and engage in professional learning for school wide instructional strategies and looking at teacher/student work.</p> <p>Adjustments in the 14-15 SY included common planning time for all grade level teams embedded within the contractual working day. This time will utilize structured protocols for collaboration focused on data analysis and looking at student work. Additional support for school wide instructional strategies will be incorporated as a focus of this time. Four ½ days will be utilized for whole staff meeting and planning time throughout the school year, one per marking period.</p> <p>Instructional Coaches were utilized to support grade level teams. Administrators struggled with supporting meetings once per month and a clear protocol for recording team meetings and action plan, including a decision log, will be utilized so that communication is documented and administrators are able to monitor the results of the investment of time.</p>	<ul style="list-style-type: none"> • The work of weekly data teams will continue to be supported by the school data coach. Data focus will cycle through on a weekly basis: <ol style="list-style-type: none"> 1) Academic formal achievement data (NWEA, AIMSweb, report card grades) 2) Academic achievement data including LASW protocol 3) Behavioral and attendance data 4) Intervention groupings for WIN time • School Leaders and Instructional Coaches will utilize the scheduled one hour data-based grade level planning time to create short and long term goals for individual students, based on the current practices of analyzing student data informing curriculum planning and instruction. • A year-long calendar for data focus will be developed jointly with the instructional coaches and data coach to guide grade level data team meetings. This will be part of the school-wide PD plan. • School-wide professional development sessions will focus on the analysis of vertical data trends bi-monthly. • Common Planning Time will continue to be embedded into the master schedule for all grade level teams for a minimum of 60 minutes/week. • Opportunities for vertical team and subgroup planning (bilingual, special education) needed to be incorporated into Six early release days, coupled with Superintendent’s Conference Days, which map out to one whole-school meeting time per month for this focus.
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		<ul style="list-style-type: none">• One Instructional Coach will be utilized to support grade level teams and coaching focused on implementation of project based learning, lesson planning, and the implementation of student-centered instructional strategies to promote differentiation of core instruction and higher levels of student engagement.• An additional .5 FTE will be planned to support literacy across the content areas (Project CRISS strategies) at the middle school level.• A Language and Literacy Specialist will support the implementation of the dual language enrichment model and intervention support for bilingual students.• Administrators will support meetings once per month and a clear protocol for recording team meetings and action plan, including a decision log, will be utilized so that communication is documented and administrators are able to monitor the results of the investment of time.• A newly structured administrative cabinet is required to ensure alignment of all of the subgroup and committee work aligned with DTSDE tenets. A monthly meeting of administrators and committee leads is required to ensure an appropriate strategic focus on a cross-functional lift focused on school improvement and the implementation of the school intervention plan.
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			<ul style="list-style-type: none"> • A focused reexamination of the representative structure of SBPT is required to ensure appropriate voice for each functioning subcommittee (i.e, Dual Language, ELT/ILT, Community Schools, ATOMS); elections will be held in September 2015
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>		<p>The Building Intervention Team (BIT) which includes Educationally Related Support Staff (Speech Pathologist, School Social Workers, School Psychologist, Hillside Clinician) meets weekly to review student referrals from classroom teachers. This process allows for “experts” in the area of student support to review student profiles, determine if further testing is required, and brainstorm strategies for support with the classroom teachers. The BIT also supports the development of the FBA/BIP for students with disabilities.</p> <p>Common Planning Time provides a structured format that could be utilized to plan for differentiated student supports, yet the time has not been utilized in this fashion. Additionally, the current structure for intervention provision within the expanded learning day is ineffective and does not sufficiently address students’ academic needs.</p> <p>The ATOMS Committee has established</p>	<ul style="list-style-type: none"> • Grade level teams must utilize common planning time and data team meetings to better plan for and track student progress, the need for intervention, and analysis of leading indicators to provide differentiated, tiered supports as needed. • A Response to Intervention protocol will be instituted as a regular practice to support strengthened differentiation. A district appointed reading teacher will provide tiered intervention support to support reading on grade level by third grade. • Universal screening utilizing the NWEA Measures of Academic Progress will be utilized school wide to determine the efficacy of the core instruction and identify students for differentiated tiered supports. Additionally, more frequent progress monitoring utilizing AIMSweb and additional agreed upon formative assessments, including authentic work samples/portfolio assessment to monitor

	<p>recommendations for a tiered system of behavioral support, yet these are inconsistently implemented.</p> <p>There is insufficient support for the behavioral needs of students in self-contained special education settings. This is a critical need which immediate attention from student placement, specialized services, and district administration.</p>	<p>student growth.</p> <ul style="list-style-type: none"> • Project based learning and interdisciplinary planning will support the strengthening of core instruction and promote higher levels of student engagement. • A proposed walk to intervention/what I need (WIN) time structure is proposed in the new master schedule to support 30 minutes of differentiated literacy support. • District examination of the continuum of specialized services and the incidence of high-needs students in self-contained specialized classrooms is required. Minimal additional support is available to support students exhibiting intensive mental health needs including and exceeding day treatment options. There is not currently a behavior specialist assigned to support the quality of the behavior intervention plans and supports for these students. A request has been made for the district leadership to support a more stabilized and fluid continuum of services, including embedded consult teacher, resource room, and language-enriched integrated co-teaching classrooms at the primary level have been requested to support the concept of the center of excellence for language and literacy as well as increased staff allocation to support educational related preventative services. • There is a need to coordinate service delivery and tiered academic, socio-emotional, behavioral, and community supports for students. The ATOMS plan presents a recommendation for universal,
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		<p>tier 2 and 3 supports for students who are struggling behaviorally. The referral process for BIT must be revisited, as it is currently driven by classroom teacher referral to the team, not through screening of data indicators. Recent identification and review of office disciplinary referral data yield 5% of the students contributing to 80% of the disciplinary referrals for the year. In review of these students individually, over half had never been referred to BIT.</p> <ul style="list-style-type: none"> • A strengthened foundation in teacher development focused on consistent classroom management and universal supports for students must be established. Responsive classroom, restorative practices, and Crisis Prevention/Therapeutic Crisis Intervention will all be models that support the socio-emotional developmental health of students. There is not currently a defined approach for this universal curriculum for SEDL. (CET Recommendation 26, 28, 30, 32) • The ATOMS guidelines define the Positive Behavior Support model for School 17, however, these are inconsistently implemented. These guidelines will be revisited during team meetings, particularly in review of disciplinary data, by grade level teams. • In the strengthened development of a community school model, a coordinated case management approach will be piloted in the 15-16 SY. An AmeriCorps VISTA fellow and additional social worker will work collaboratively with community
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			<p>agencies and the Center for Governmental Research will work through a three phase approach including 1) inventorying community assets and needs assessment; 2) piloting a case management approach, 3) developing guidelines for future use and scalability of the case management approach for School 17 and agency services. (CET Recommendation 2, 5, 9, 23, 27)</p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school’s approach to student behavior management and discipline for both the general student population and those students with special needs.</p>		<p>School 17 staff has received trauma-informed classroom training to support the high level of emotional needs of the student population. The ATOMS team has established a positive behavioral support protocol and consistent school wide expectations. Consistency in the enforcement of these expectations varies from classroom to classroom and administrator to administrator. General concerns from teachers reflect the need to have tiered intervention supports for students to address their emotional and behavioral needs. A general lack of systems and structures to support behavioral rituals and routines has been noted.</p> <p>An In-School Suspension Room is utilized as a “time out” consequence for students as needed. The ISS room is staffed by a teacher assistant. Brand new, itinerant teachers at the middle level exacerbated the lack of consistency in grades 7-8. Clinical services from Hillside/Crestwood provide intensive support for the neediest students.</p> <p>The ATOMS Committee has established formal recognition strategies for positive behavioral recognition with activities specifically targeted</p>	<ul style="list-style-type: none"> Utilizing a distributive leadership model, a Community Engagement Team will be established to plan for receivership guidelines and engage in deep needs analysis and collaborative planning for improved wrap-around service delivery. Regular monthly meetings with human and social service providers will be established to enhance community school model. (CET Recommendation 3- add Safety Team including RPD, Pathways to Peace and MC Probation) The current approach to student behavior management is ineffective. Behavioral data review will be instituted into monthly team meetings as outlined above. Behavioral intervention plans and contracts must be developed by classroom teachers with strategic support offered by building intervention team. (CET Recommendation 10) <p>The ATOMS team has established a positive behavioral support protocol and consistent school wide expectations. Consistency in the enforcement of these expectations varies from classroom to classroom and administrator to administrator. General concerns from teachers reflect the need to have tiered</p>

	<p>toward student interests and needs. Student choice of offerings during expanded learning time will decrease negative behaviors and increase protective factors. Cultural celebrations, award assemblies, ATOMS boosters, and school-wide activities will be planned monthly as part of the ELT.</p>	<p>intervention supports for students to address their emotional and behavioral needs. A general lack of systems and structures to support behavioral rituals and routines has been noted. (CET Recommendation 10)</p> <ul style="list-style-type: none"> • Additional focus on Peace Circle and Restorative Initiatives training will be attended by a core group of teacher and student leaders. An In-School Suspension Room is utilized as a “time out” consequence for students as needed. The ISS room is staffed by a teacher assistant. (CET Recommendation 10) • Clinical services from Hillside/Crestwood (in a pilot billable mental health provision model) provide intensive support for the neediest students. • An Alternative to Suspension specialist provides strategic group support and alternate restorative consequences to more traditional punitive approaches to discipline. (CET Recommendation 10) • The building principal participates on the local Community Task Force on Solutions, not Suspensions and joint support for PD and piloting alternative approaches to promote positive school climate. (CET Recommendation 10) • The principal will meet bi-weekly with building RTA representatives to quickly address any issues with teacher leadership and build a collaborative, joint vision in preparation for receivership
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			<p>implementation. (CET Recommendation 10)</p> <ul style="list-style-type: none"> • Enhanced Student Voice and Engagement in School Improvement: Student Leadership Congress is being established for 2 class representatives from Grades 5-8. This team will meet monthly with the school principal to discuss issues related to school climate and student voice. (CET Recommendation 10, 14, 34) • A NonViolence Peace Warriors club will be integrated into the expanded learning time for a group of 15 student leaders. Additional professional development from Partners in Restorative Initiatives and Gandhi Institute will support this work. (CET Recommendation 10)
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>		<p>Additional training in the Academic Parent-Teacher Teams strategy through a four-day course (Summer 2015) focused on creating intentional and successful partnerships with families – this did not occur. Increased enrollment in the adult education program is part of the community outreach strategy. Increased allocation of a parent liaison to assist with outreach and attendance is requested through Year 2 funding – this did not occur. Enhanced role of Charles Settlement House to support parent and community involvement-this did not occur.</p>	<ul style="list-style-type: none"> • Monthly coffee and conversation will be open forums with the school principal to allow for informal problem-solving and strategic planning with families, community members, and staff. (CET Recommendation 18) • Quarterly Parent Newsletters will highlight events and celebrate student learning, providing a preview of upcoming learning that is planned. School website will be updated monthly to reflect the most up-to-date information. Social media will be explored as a positive marketing technique. (CET Recommendation 18)

		<ul style="list-style-type: none"> • Parent liaison will work directly with school social worker and administration to conduct “boots on the ground” neighborhood outreach focused on rebranding the school and communicating regarding resources available on campus, minimum of 4 hours per week (CET Recommendation 18, 27) • Continued participation on Charles House Neighbors in Action, Neighborhood Safety Net, and partnership with City Recreation. The Center for Continuous Learning will provide parent workshops, health outreach, and adult education opportunities linked to families of School 17 students. (CET Recommendation 3, 9, 35) • Hillside/Crestwood services also support family therapy. • A directory of all school support staff and community agency partners will be made available annually to all parents along with the Parent Handbook; the directory should include a photo of each support staff (school and agency), email, phone number, and room location; also specific information about the services and opportunities that are available; and schedule of days and hours that each service/staff person is accessible to students and families. A Back to School Event is planned for late August in which all service agencies will be available with registration information, 3 additional events will be planned throughout the year to increase shared celebrations of
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		<p>student learning. (CET Recommendation 29)</p> <ul style="list-style-type: none"> • School Leaders and Parent Liaison should identify, train, and include active parent participants on the School Based Planning Team to provide “Parent Voice” in planning and evaluation of activities. If necessary to accommodate parent attendance, the SBPT should consider changing the time for the meetings. The Parent Liaison should reestablish and strengthen an active PTSA by first identifying a small group of parent representatives (5 - 10) to support clarification and development of goals for the next school year, (CET Recommendation 18, 34, 39) • School Leadership and Parent Liaison should provide input and recommendations as to possible areas /identify several high priority needs to be considered as options by surveying all parents and having them rank priority issues; from this information, develop set of core work objectives for the school year that include expectations for PTSA tasks and projects with outcomes and time lines, • Parents should be invited by School Leaders and the Student Support Team to participate in annual evaluation of support services that are accessed during the school year and programs children participate in during or after school; this information should then be reviewed by the School Based Planning Team to inform
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			<p>planning for the following school year,</p> <ul style="list-style-type: none"> School leaders and the Parent Liaison should establish a minimum of 4 parent meetings, 2 per semester, to provide parents and staff with professional development that supports student academic achievement (i.e. CCLS Workshop and Assessments: How Teachers and Parents Can Help Students Succeed).
<p>* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.</p>			

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.		<p>PLC Associates provided monthly on-site training for school leadership in systems and structures to support DDI and CCLS. This will occur on a monthly basis and include specific agenda, objectives, observable behaviors, and reports to School Chief and OSI.</p> <p>Dr. Leo Gómez provided continued training and facilitation in the development of the dual language instructional model, observation of classroom practices, and training of the literacy and language specialist.</p> <p>West Ed will provide additional training on the Academic Parent-Teacher Teams strategy focused on creating intentional and successful partnerships with families. This will continue to support and enhance the community school strategy. This will begin with an introduction for administrators, readiness assessment, development of implementation plan, and initial staff professional development 4 day course for Summer 2015. –this did not occur.</p> <p>NCTL will continue to provide on-site coaching and planning sessions for ELT implementation on a monthly basis throughout the school year.</p> <p>Instructional Coaches, including the Language and Literacy Specialist, will be responsible for providing embedded professional learning opportunities throughout the contractual day including a focus on school wide instructional</p>	<p>PLC Associates will provide monthly on-site training for school leadership to support administrative calibration of the Danielson Framework for Teaching, joint classroom observations, targeted teacher coaching for instructional improvement, and classroom walkthroughs.</p> <p>Dr. Leo Gómez provided continued training and facilitation in the development of the dual language instructional model, including research-based best practices related to the implementation of the dual language enrichment model outlined by Gomez and Gomez and aligned with CR Part 154 regulations. Language and Literacy Specialist and Instruction Coaches will provide embedded coaching and support to these practices in classroom setup and throughout the school year, including serving as the lead for the Dual Language Work Group. School administration will work jointly with the RCSD Office of English Language Learners and Bilingual Education to support the alignment of these efforts with CR Part 154 regulatory changes.</p> <p>Partners in Restorative Initiatives (PiRi) will provide training in Peace Circles, Restorative Dialogues, and Voice and Engagement to promote improved school climate. Additionally, PiRi will facilitate authentic staff voice and input sessions for school</p>

	<p>strategies to support common core shifts, data driven instructional practices, and language acquisition strategies.</p>	<p>improvement.</p> <p>Gandhi Institute for NonViolence will provide training on Kingian Nonviolence and Positive Peace Warriors Network to promote shared vision of student engagement and conflict resolution.</p> <p>IBERO American Action League will serve as a deeper partner in the provision of ELT enrichment offerings, family outreach, and possibly adult education and parent workshops.</p> <p>Charles Settlement House will continue as a partner for community outreach and wrap-around service provision related to the core work of the organization.</p> <p>RCS D Office of Professional Learning and PLC Associates (Jan Luterbein) will provide support in</p> <ul style="list-style-type: none"> -Unpacking Common Core Learning Standards to determine essential knowledge, skills, and concepts required during specific units -Designing embedded, authentic assessments to allow for multi-faceted demonstration of learning -Use of formative assessment strategies to check for understanding and modify lessons and teaching techniques to ensure high levels of student learning. -Adjust and design unit plans to support project-based learning opportunities and instructional strategies to move students closer to the desired learning goals. -Long-range curriculum mapping -Implications for enrichment during expanded
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			<p>learning time</p> <p>Instructional Coaches, including the Language and Literacy Specialist, will be responsible for providing embedded professional learning opportunities throughout the contractual day including a focus on visiting these professional learning priorities throughout the school year.</p> <p>Project CRISS and the RCSD Office of English Language Arts will provide training for the Instructional Coach (middle school) to support the strategic and common instructional approaches to embedding literacy strategies across content area instruction.</p> <p>In response to School 17 Quality Improvement Plan for Students with Disabilities, Special Education Teachers, Educational Related Support Staff, and Administrators will come together to review fundamental structures to support students with disabilities. Professional learning will focus on the Structure and Content of the Quality Indicators from NYSED including: Literacy and Specially Designed and Intensive Reading Support for Students with Disabilities, Behavior Supports and Interventions (PBIS, Classroom Management, Small Group Interventions for At-Risk Students, and Intensive Individualized Behavioral Interventions), and Special Education Instructional Practices (Instructional Environment and Practice, and CSE/IEP Development). Support will be sought from the RSE-TASC and SESIS.</p>
<p>ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and</p>		<p>The focus for professional development in the 14-15 SY will be tightly linked to the identified</p>	<ul style="list-style-type: none"> Continued utilization of Guskey’s model for evaluation of PD will be utilized,

<p>professional development, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>		<p>school wide instructional priorities, differentiated instructional strategies to support CCLS shifts, and support for positive behavior supports. The plan for evaluating professional development will be expanded to include the 5 critical levels of evaluation (Guskey):</p> <ol style="list-style-type: none"> 1. Participants’ reactions, gathered by survey data/feedback, to assess satisfaction with the professional learning experience in order to improve program design and delivery 2. Participant’s learning, gathered by demonstrations and participant reflection, to assess new knowledge and skills of participants, in order to improve program content, format, and organization 3. Organization Support & Change through meeting minutes, questionnaires, to assess the level of support, in order to document and improve support 4. Participant’s use of new knowledge and skills, through direct observation and participant reflections, to assess implementation, and improve the implementation of the program content 5. Student Learning Outcomes, through student records, questionnaires, and interviews, to assess the impact on student achievement, attitudes, and behaviors, in order to demonstrate the overall impact of professional development 	<p>additionally:</p> <ul style="list-style-type: none"> • School Leaders will conduct 10 walk-throughs each week by each of the three Leaders. A centralized system for collecting and storing information from the walk-throughs will be utilized. • In order to advance individual teacher practice, school-wide practices, and implementation of Common Core Learning Standards and appropriate teaching strategies with fidelity both the walk-through process and the Professional Development Planning (PDP) process should be major priorities for the school, as identified in the SCEP. In order to accomplish this, • The School Leaders will collaboratively develop a walk-through calendar (for their eyes only) and each of the three should adhere to this calendar, barring unforeseen circumstances. • The PD plan will be completed in a timely manner in order to more quickly provide supports to staff based on data analysis. • The Leadership team should meet at least every other week, to identify trends and plan Professional Development activities to address identified needs. The School Leader should continue to identify these needs in Weekly Instructional Bulletins to staff aligned with Danielson’s Framework for Teaching.
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section of the original SIG application.</p>		<p>The goals identified in the original SIG application were:</p> <ol style="list-style-type: none"> 1. Create a community school with wrap-around services to address the academic, socio-emotional, health, and wellness needs of students and their families. 2. Expand learning time to be able to offer the opportunity for rigorous academics, engaging enrichment, and differentiated learning supports. 3. Promote the development of bi-literacy through a dual language framework within a school climate that upholds cross cultural understanding and embraces diversity. <p>During Year 1, School 17 staff established weekly community planning meetings to ensure alignment of the community school vision. The school vision statement was adjusted to include school 17 as the “center of an urban village”. Mental health services, dental and medical services are accessible on site for students and families. An expanded learning schedule was established for all students, much of the additional time was focused on enrichment activities.</p> <p>A two-strand dual language program was established at the kindergarten level. All staff received professional development about the importance of bi-literacy and bi-cultural</p>	<p>Full-time new principal in place for July 1, 2015. Caterina Leone-Mannino has deep familiarity with the SIG, school improvement process, NYSED relationships, ELT leadership, summer leadership, strong relationships within the community to guide community school development and case management, and bilingual/dual language education. (CET Recommendation 16)</p> <p>Goals will continue in Year 3.</p> <ol style="list-style-type: none"> 1. Community school work will focus on a full inventory of services, analysis of community need, directory of services, coordinated case management approach and scalability of implementation. Additionally, school leadership will consider implications outlined in receivership legislation related to community school. (CET Recommendation 27) 2. Expanded learning time will focus on strengthened integration of What I Need (WIN)/Walk to intervention time, project based learning, and student choice for enrichment.(CET Recommendation 11, 17, 36, 38) 3. Dual Language will expand to PK and Grade 2, maximizing enrollment. Additionally practices of the Gomez & Gomez Dual Language Enrichment

	<p>understanding. There is some staff resistance from non-bilingual teachers regarding this model.</p> <p>The goals for year 2 remained the same and will focus on deeper integration of the strategies.</p> <p>The Community school strategy will be enhanced by Charles House Neighbors in Action holding a more formal role in the recruitment of neighborhood students, the adult education option, and parental engagement strategies with 20 hours/week committed to supporting the school's needs in these areas.--- this did not occur.</p> <p>Expanded learning time will be leveraged and will be fully aligned with the NCTL model for high quality ELT schools. Additional time and focus on academic supports will be established in year 2. Data, including achievement data and student choice, will be utilized to create flexible student groupings reflective of need. Stronger integration of community partnerships with continued training and professional development regarding the integration of the authentic learning experiences to support CCLS will be provided. - -complete</p> <p>The dual language program will extend to Grade 1. Additional strategies will be integrated to promote cross cultural understanding at all grade levels. Resources and materials to support Spanish Language instruction at the upper grades will be included. A new administrator, with a deep</p>	<p>model outlined above will be implemented school wide.</p> <p>Additional strategic work is being led by private funding through the Center for Governmental Research (CGR) to support community school vision and alignment with other community/city services to maximize collective impact and coordinated service provision.</p> <p>CET Recommendation 1: The exploratory work with CGR will continue to incorporate the idea of the weighted student funding and flexibilities for school budgeting. As the practice impacts the system, it is not currently feasible to allow for this to occur in the current budget cycle. Consideration in planning for 16-17 SY will be offered.</p>
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		<p>understanding of bilingual education, is being sought for the permanent leadership at School 17. Candidates will be interviewed and in place before the start of the school year. Language allocation policies and student groupings for the bilingual program are being refined to promote true integration of racial groups. --complete</p> <p>Resources through the Rochester Teacher Center will be utilized to diffuse racial tensions among adults and students alike.-in progress</p> <p>New principal leadership will be in place by September 2014. –achieved 3/1/15</p>	
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>		<p>80% of staff will participate in 40 hours of mandatory PD to be designed by school leadership and delivered outside of the contractual day. –awaiting data</p> <p>Additionally 95% of staff will participate in embedded professional development during common planning time for data and planning (min. 90 min/week). -achieved</p> <p>95% of students will participate in Expanded Learning program, 80% satisfaction rating from students and parents. --achieved</p> <p>Monthly community partnership meetings will be attended by all partners a min. of 80% of the time. Minutes and action plans will reflect consistent shared responsibility for moving the agenda forward between meetings.—not achieved, partial accomplishment with regular meetings, not regular attendance or actionable</p>	<p>80% of staff will participate in 40 hours of mandatory PD to be designed by school leadership and delivered outside of the contractual day.</p> <p>Additionally 95% of staff will participate in embedded professional development during common planning time for data and planning (min. 90 min/week).</p> <p>95% of students will participate in Expanded Learning program, 80% satisfaction rating from students and parents.</p> <p>Monthly community partnership meetings will be attended by all partners a min. of 80% of the time. Minutes and action plans will reflect consistent shared responsibility for moving the agenda forward between meetings.</p> <p>A problem solving team will utilize a case-</p>

	<p>agenda items</p> <p>A problem solving team will utilize a case-management approach for the neediest 10% of the student population. Links to community service will be part of the case management. – not achieved</p> <p>Participation in the adult education/family literacy program will reach maximum enrollment capacity. –not achieved</p> <p>Overall increase in parent involvement in school events, parent/teacher conferences, volunteer role. –not achieved</p> <p>Dual language program will maintain/reach maximum enrollment for grades K and 1. - achieved</p> <p>Increase in 13-14 NYS assessment performance index. –growth score of 14 (increase from 1)</p>	<p>management approach for the neediest 10% of the student population. Links to community service will be part of the case management. Directory of service and staff to be completed by August 31, 2015 and shared with parents at Back to School Event. Regular meetings to be established with community agency; joint metrics for monitoring aligned with receivership metrics. CET Recommendation 27)</p> <p>Increase access and regular participation in the adult education/family literacy program by 25%.</p> <p>Increase in parent involvement in school events, parent/teacher conferences, volunteer role—to a minimum of 15% of parents participating regularly in school events; establishment of PTSA and SBPT representative; participation in Center for Continuous Learning Events</p> <p>Dual language program will maintain/reach maximum enrollment for grades K and 1. – achieved, addition of bilingual PK and dual language grade 2.</p> <p>Increase Spanish Language proficiency as measured by identified literacy assessment for native Spanish speakers and second language Spanish learners (EDL current tool)</p> <p>Increase in 14-15 NYS assessment performance index. –maintain or increase growth score rating of 14</p> <p>Reduce School Violence Index by 10%</p>
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<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>		<p>Common Core Domain Assessments (CCUDA/eDoctrina) – not achieved, not consistently implemented NWEA MAP—RIT scores, average growth Average Daily Student Attendance Teacher Attendance ELT Attendance</p> <p>The OSI Ambassador will work with the School Chief to review and analyze the data in a quarterly joint meeting with school leadership. Data will be reported at Superintendent Cabinet Meetings as part of a cross-functional report on a monthly basis. A project management report will provide monthly update on the data points as well as identify any obstacles for joint resolution.</p>	<p>Portfolio assessments demonstrating achievement of CCLS – monthly review</p> <p>Common formative authentic assessments identified by grade level (5 ELA and 5 Math common performance tasks)</p> <p>NWEA MAP-RIT scores, 50% of students exceed average growth</p> <p>Average Daily Student Attendance – target 93% ADA</p> <p>Teacher Attendance – target 93% ADA</p> <p>ELT Attendance – 93% ADA</p> <p>The School Principal will work with the School Chief to review and analyze the data in a quarterly joint meeting with SBPT. Data will be reported at Superintendent Cabinet Meetings as part of a cross-functional report on a monthly basis. A project management report will provide monthly update on the data points as well as identify any obstacles for joint resolution</p>

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		All period expenditures in the 14-15 SY were aligned to the FS-10 with few amendments. The majority of the amendment supports additional PD over the summer for teachers to move forward with the PD priorities focused on curricular and instructional improvements school-wide, as well as, enhanced school culture.
Additionally, <u>under separate attachment</u> , the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	92.6%	92.9%	90.2%	88.6%	Baseline: 89.1% Target: 92% Actual: 91.1%	<i>On-track to be an increase over 1314SY, but still below the targets.</i>	<i>Continued involvement in attendance initiative, target primary grades attendance, preK continues to be a challenge, chronic attendance reduced, more accurate tracking</i>
Teacher Attendance	95.1%	94.4%	91.4%	92%	Baseline: 91.5% Target: 95% Actual: 93.2%	<i>Improving teacher attendance, still not on target</i>	<i>Close monitoring of attendance patterns, increased disciplinary action with human capital initiatives, required Certificate of Personal Illness for concerns per CBA</i>
Office Discipline Referrals	120	91	272	214	Baseline: 597 Target:	<i>More accurate tracking of ODR, increase over last year reflective of “reset” of behavioral expectations</i>	<i>Focus on restorative practice work to support enhanced school culture, reduce punitive consequences, focus</i>

					537 Actual: 697	<i>to reestablish safety and school climate</i>	<i>on high-needs self-contained students with disabilities, redefine continuum of services, strengthen universal systems of support and consistency of implementation of PBIS/ATOMS</i>
Extended Learning Time / Period-Attendance in General	Reflected in ADA	Reflected in ADA	Reflected in ADA	Reflected in ADA		<i>ELT attendance reflects ADA</i>	<i>Increase student choice in enrichment, enhanced project based learning opportunities to support CCLS, increase student achievement through targeted, differentiated support.</i>