

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

<b>School:</b>	Mary McLeod Bethune -- School 45	<b>District:</b>	Rochester City School District
<b>BEDS Code:</b>	261600010045	<b>District Contact:</b>	Cheryl Wheeler
<b>Enrollment:</b>		<b>SIG Model:</b>	Transformation – Year 3
<b>Grades Served:</b>	PK-8	<b>Cohort:</b>	4

**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.

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

<b>District Accountability and Support</b> (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>i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify individuals at the district-level who are responsible for providing oversight and support to the LEA's lowest achieving schools.</i>	<b>Yellow</b>	<i>At the beginning of the year, districtwide turnaround efforts were directed and coordinated from the Office of School Innovation (OSI), led by the <b>Executive Director of School Innovation</b>. The cross-functional nature of this work has been elevated and done in conjunction with the <b>Deputy Superintendents for Teaching &amp; Learning and for Administration</b>. As the year progressed, structures such as Chiefs' Meeting and Cabinet reporting were utilized to keep the turnaround</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 <b>communities of practice</b> around key reform work; and 2) to <b>differentiate district supports</b> to these schools more flexibly.  <i>Additional consideration must be given <b>district support for Priority Schools</b> and the new expectations of <b>Receivership</b>. The timeline for</i></i>

	<p>work front and center for a wider group of district leaders. Our work to build capacity around the <b>Diagnostic Tool for School and District Effectiveness</b> has also resulted in a wider understanding of effective practice and the continuous improvement cycle at a global level.</p> <p>Supporting the work at the school level is supported and overseen by the <b>Chief of School Transformation</b>, 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.</p> <p>The <b>Chief of Secondary Schools</b> 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 <b>Department of Teaching &amp; Learning</b>, providing a link to the oversight and guidance specific to curriculum and instruction.</p> <p>Each school is supported by a <b>School Ambassador</b>, who works closely with each school leader to facilitate the implementation of SIG strategies through granular, weekly support. The <b>Director of Expanded Learning</b> supports schools in their plans to operationalize the additional 2-300 hours of expanded</p>	<p>school improvement in priority schools and the <b>differentiation of district support (both human and fiscal)</b> to its most needy schools must be revisited. District leaders must define a clear vision of what constitutes a good school and create a <b>framework</b> in which the principal has autonomy to work with faculty on an improvement agenda with collaborative support from the district. Under the new expectations of receivership, the district must outline and come to agreement about <b>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.</b> Principals and teacher-leaders of low-performing schools need <b>flexible resources and the ability to redirect current resources to adopt a comprehensive school improvement design</b> — aligned with the districts’ strategic vision — that can help them improve the school’s climate, organization and practices.</p> <p>Thus, we are honing a level of support around <b>professional learning communities</b>, aimed at more firmly connecting the work of these schools with District transformation and the <b>Office of Professional Learning</b>. 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 <b>sustainability</b> because it better aligns District and school improvement; and 2) It improves implementation at both levels because it <b>integrates the school and district perspectives.</b></p>
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	<p><i>opportunities in ways that support transformation.</i></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 <b>differentiated support and monitoring</b> 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 developments. Every effort to smoothly transition a new Executive Director for the OSI</i></p>
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			<p>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>Yellow</p>	<p>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.</p> <p>Improvements this year include:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>We have continued our decision to apply the required bi-monthly Progress Monitoring process as a formative tool, which we use to guide conversations and planning with</p>	<p>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.</p> <p>The <b>Diagnostic Tool for School and District Effectiveness (DTSDE)</b> review process, and the link to the <b>School Comprehensive Education Plans (SCEP)</b> 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.</p> <p>The SIG-related progress monitoring coordinated through <b>School Innovation</b> will continue to be integrated into weekly cross-functional meetings with the <b>Deputy Superintendents, School Chiefs, and Directors of Teaching &amp; Learning, Student Placement, and Specialized Services</b>. The meeting will include problem-solving and action planning regarding outstanding issues at each priority school with specific requests for district support and monitoring. <b>Bi-weekly budget meetings</b> will continue to ensure on-time, aligned, and maximized expenditure of grant funds to support school improvement priorities.</p>

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 2<sup>nd</sup> 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.

A new level of alignment will include the a shared governance structure that includes the existing School Based Planning Team (SBPT) as the group accountable for all instructionally based decisions. The newly developed Community Engagement Team (CET) will provide the structure for all stakeholder recommendations to be presented to the SBPT. Additionally, the development of a Leadership and Administrative team as well as teams working by Tenet (DTSDE) will help to disperse the work of improvement among the teams and provide a structure for putting it back together to maintain focus, communication, and accountability for implementation and evaluation. 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.

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**.

		<p>District Cabinet/Team Meetings will include a <b>bi-monthly written update</b> 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. <b>Bi-Monthly SIG Progress Reports</b> are reviewed individually with the <b>Superintendent and Deputy Superintendents</b> to ensure appropriate progress and support; these will continue.</p> <p>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.</p>
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<b>Partnerships</b> (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>	<p>Y to G</p>	<p>Boys and Girls Clubs Center for Youth National Center for Time and Learning (NCTL)</p>	<p><u>Partners are a key component to a Community School Model according to the National Center for Community Schools (2013). They provide a larger range of physical, mental, and social services designed to promote children's well-being and remove barriers to learning. The following partnerships support the work toward key indicator #2: Plan for and implement Community School Model. Partners include:</u></p> <p>Boys and Girls Clubs- ELT Enrichment Center for Youth- Social/Emotional Support: ATS and Crisis Intervention</p>

			<p>Partners in Restorative Initiatives (PIRI): Restorative Practices <a href="#">M.K. Gandhi: Restorative Practices</a> NCTL-supported framework for school improvement <a href="#">Respect Institute</a> <a href="#">Synergy- to support 21<sup>st</sup> CCLC implementation</a> <a href="#">Breath of Life Seventh Day Adventist Church</a> <a href="#">Smile Mobile</a></p>
<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>Light Green</p>	<p>Each partner is evaluated based on</p> <ul style="list-style-type: none"> <li>• Cost effectiveness</li> <li>• Quality (including rigor, engagement, student/staff satisfaction, and results)</li> <li>• Delivery of services (including timeliness, provision of substitutes, etc.)</li> <li>• Customer Service</li> <li>• Rationale for continuing the services (include data to support)?</li> <li>• If the service or product is available for free elsewhere? (e.g., Khan Academy, Service Corps of Retired Execs.) No it is not.</li> <li>• If the equivalent service or product is available at a lower price? Where did you check?</li> <li>• Rationale for discontinuing the services (include data to support)?</li> </ul> <p>Additionally, data for students who participate with providers including attendance, disciplinary referrals, and assessment performance (NWEA, NYS 3-8, and NYS Regents) will be analyzed to determine student progress toward goals.</p>	<p>Evaluation of external partners will continue to be completed using the evaluations used in SY 14-15. Satisfaction surveys will continue to be incorporated into the review of correlation between partner services and student progress. YPQI data from partners who participate in that evaluation will be reviewed.</p> <p>Additionally, data for students who participate with providers including attendance, disciplinary referrals, and academic progress (NWEA, AIMSWeb, NYS 3-8, and NYS Regents) will be analyzed to determine student progress toward goals.</p>

\* 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>	<p>Orange to Yellow</p>	<p>Current:            CCLS Curriculum Units            Core Instructional Program            Ramp-Up, On-Ramp for grades 7-8</p>	<p><u>To support the goals for Indicators #1: Priority School make yearly progress, #9: 3-8 ELA All Students Level 2 &amp; Above, #15: 3-8 Math All Students Level 2 &amp; Above, #33: 3-8 ELA All Students MGP, #39: 3-8 Math All Students MGP, #14: 3-8 ELA ED Students Level 2-and #20: 3=8 Math ED Students Level 2,, a strong core instructional program is a key component to a Community School model according to the National Center for Community Schools (2013). Curriculum, instructional strategies, and professional learning are important foundational pieces that support that component.</u>  <u>Being implemented are: Planned:</u>            CCLS Curriculum Units and Modules            Ramp Up, On Ramp for grades 7-8            Algebra 1- (1 section of 8th grade students)            Advisory- 7-8 grades only  <u>Blended Learning using a variety of on-line resources that can include, but are not limited to I Ready, Lexia, and Compass Learning to engage students</u>  <u>I-Ready—an adaptive, engaging on-line engaging tool for students to improve academics in ELA and math, and provide additional information for teachers to differentiate instruction.</u>  <u>A focus on rigor will allow teachers to design curriculum that is engaging and provides the appropriate amount of “struggle” for students to reach next levels.</u>  <u>Science curriculum is being reviewed with a newly designated Science Liaison to BOCES.</u></p>



			<p><u>Staff is working to design curriculum and assessments that align with Next Generation Science Standards and includes hands-on, performance-based activities and field experiences including labs on such topics as Robotics and Weather Cycles. Additional science electives are being offered during ELT to increase student understanding of science topics in an engaging enrichment environment.</u></p>
<p><i>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.).</i></p>	<p><b>Orange to Yellow</b></p>	<p>Teachers at Mary McLeod Bethune School No. 45 have collaboratively developed an instructional focus informed by looking at past and present formative and summative assessments during PLC meetings. The Instructional Focus Summary Statement has been embraced by all teachers and states: All Mary McLeod Bethune students will show measurable growth in their ability to read fluently, comprehend, and respond to text. All staff at Mary McLeod Bethune School will implement research based instructional strategies to support reading and response to both literature and non-fiction text. Success will be measured by student performance on NYS ELA and Math assessments, as well as AIMSWeb progress monitoring, and analysis of student work across content areas. Teachers have committed to using common instructional strategies to improve student performance in our area of focus and are beginning to implement those strategies school-wide.</p>	<p><u>To support the goals for Indicators #1: Priority School make yearly progress, #9: 3-8 ELA All Students Level 2 &amp; Above, #15: 3-8 Math All Students Level 2 &amp; Above, #33: 3-8 ELA All Students MGP, #39: 3-8 Math All Students MGP, #14: 3-8 ELA ED Students Level 2 and #20: 3=8 Math ED Students Level 2,</u> using the Instructional Focus Summary Statement as a foundation, teachers will drill down beyond the data to instructional impact, both in groups and for individual students. Teacher turnover in the 7-8th grade has been recognized as a concern and will be supported by the District (School Chief, Office of School Innovation Ambassador), and by Instructional Coaches to ensure collaborative teaming. The school will break out into Focus Areas in order for each member of the administrative team to focus on K-3, 4-6, or 7-8, with crossover coverage when needed. Teachers are committed to a focus on literacy and instructional strategies that will continue for specific grade levels include:</p> <ol style="list-style-type: none"> <li>1. RADD- Restate, answer, detail, detail- for oral production at K-2</li> <li>2. RACE- Restate, Answer, Cite, and Explain at grades 3-6</li> <li>3. SRE- Statement (thesis), Respond, and Evidence (2 pieces) at grades 7-8.</li> </ol>

			<p>Peer observations (new), walkthroughs, and formal observations will be used to inform and support teacher implementation of good first instruction. Instructional Coaches will continue to plan with teachers at grade-level PLCs for common assessments to monitor student growth and then plan next steps based on analysis of that data. A goal for SY 15-16 would be to move toward teacher-led PLC meetings using specific guided meeting protocol and identify instructional impacts that can be implemented daily.</p> <p><u>The staff acknowledges that multiple levels of access are required for all students and will explore strategies that can be shared during common planning time/grade-level team meetings.</u></p>
<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 aligned with the Board of Regents standards for Expanded Learning Time.</p>	<p>Yellow</p>	<p>At Mary McLeod Bethune School #45, all students receive at least 120 minutes of differentiated supports (intervention/acceleration) per week. All students have access to Tier II and/or Tier III intervention programming via supplemental guided reading, SBRR software (Lexia, Compass), additional instruction with designated Intervention Teachers, and the use of SBRR programming for Tier II/III interventions including: Reading Mastery, Corrective Reading, and Leveled Literacy Intervention. Students also receive at least 90 minutes each week of enrichment instruction. Additionally, all teachers work to collaborate at least 120 minutes per week; with a focus on Common Core, Data analysis, Reinforcement of the Instructional Focus (utilizing structured response formats school-wide), and elements of Differentiation.</p>	<p><u>Expanded learning opportunities are a key component to a Community School Model according to the National Center for Community Schools (2013). To support progress toward indicator #94: Providing 200 Hours of Extended Day, School #45 will continue to provide at least an additional 300 hours of time annually for students to participate in differentiated supports. These include academic and enrichment opportunities. Students are placed in academic intervention based on need, as determined by benchmark testing including NWEA and AIMSWeb. Additionally, students are assessed using mid-module assessments to determine overall progress toward goals. In SY 15-16. Tier II and/or Tier III intervention programs will continue with the addition of I Ready, an on-line tool for ELA and math advancement.</u></p> <p>Advisory will be added as an enrichment period to the 7-8th grade schedule in order to provide</p>

	<p><i>Expanded Learning Time sessions included:</i>  <b>Enrichment Offerings 2014-2015:</b></p> <p><b>45 School Publishing Company</b>  Can you imagine writing your very own book? Have you ever wanted to learn all there is to know about your favorite animal or person? Maybe you've wanted to learn about a faraway country. As a member of the Publishing Company, you will research your topic, then write, illustrate, and publish your very own book!</p> <p><b>Healthy Habits and Choices</b>  Get healthy and get happy! Yoga, fitness walks, and nutritional snacks will be featured in this enrichment block.</p> <p><b>Reader's Theater</b>  We are going to have fun and entertain all while improving fluency and enhancing comprehension. Reading and performing short plays.</p> <p><b>Science Wizards</b>  Have fun with hands-on-science experiences while you begin your own scientific explorations with fun and exciting science projects and activities. The more science projects and activities you do, the more science skills you will develop. As your skills level grows and your knowledge increases, you will develop a love for science and a new respect for the world in which we live.</p> <p><b>Visual and Performing Arts</b>  Do you want to act in Fairytale Theater performances? Do you like to read parts in reader's theater books and plays? Do you like to paint and create scenery and masks? Do you like to sing? If you said YES to any of these, then you'll love the Visual and Performing Arts</p>	<p><i>a 1:1 relationship between staff and students and ensure that each child has an identified adult to whom they can go for support. A specific curriculum focuses on the Social/Emotional aspect of these learners and will provide skills/strategies for students to use on a daily basis.</i></p> <p><i>Other options for ELT will include many of the opportunities available in SY 14-15: School #45 Publishing Company, Healthy Habits and Choices, Reader's Theater, Science Wizards, Cardio Blast, Public Speaking, Read/Write/Record, Culinary/Positive Peers, Passport to Manhood/Triple Play Fitness, Smart Girls/Step &amp; Fitness, Computer Technology, Digital Photography, Art through Drawing, Movie Art, and Instrumental Music as examples, with a stronger alignment to academic outcomes as well as inquiry-based, project-based learning.</i></p>
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	<p>class.</p> <p><b>Cardio Blast</b> Blast through 5<sup>th</sup> grade by counting your steps. How many steps do you think you walk in 30 minutes? Find out by walking, dancing, jumping rope and many more physical activities. You will receive a pedometer to track your progress challenge your friends!</p> <p><b>Blogging</b> You will learn about blogs, view student blogs, determine content of our group's blogs. Design your own blog, post blog entries, comment on other bloggers entries, create and embed multimedia into their blogs.</p> <p><b>Public Speaking</b> You will learn how to recite and interpret important documents, famous speeches and poetry. You will also create and recite your own important speeches and poetry.</p> <p><b>Music Maker</b> You will create your own songs using computer based music creator programs. Students will learn how to create a simple melody and accompanying lyrics.</p> <p><b>Dance, Dance, Dance</b> This dance class for students builds skills in a variety of genres of dance. Students will be exposed to the techniques used in African, Afro-Caribbean, Salsa, Bangara and other multicultural dance traditions. Students will develop an understanding of dance concepts and terminology. Through this enjoyable educational experience, students will learn to use dance as a creative means of self-expression. This class will have a concentration on vocabulary, alignment and proper execution of movement and memorization and independence through sequential tasking.</p>	
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	<p><b>Read, Write and Record</b>  In this introductory course students will write and read widely, exploring various aspects of poetic craft, including imagery, metaphor, line, stanza, music, rhythm, diction, and tone. Students will also examine a number of poetic traditions including rap. Through peer critique, students respond closely to the work of fellow writers in a supportive workshop. Students will be exposed to an explosive showcase of area Spoken Word Artists that includes a live DJ.</p> <p><b>Wind and Percussion ensemble</b>  This class will be for students that are band students with past experience and/or current band students in eighth grade. We will be performing in this select ensemble/class during school and also at selected assemblies. Students will be bringing instruments from and to school on days we have class. We will be reading and performing music on a daily basis.</p> <p><b>Performing Art/ Conflict Resolution</b>  Dancing, Drama and poetry students are given a greater outlet to express themselves while enhancing their creativity students will meet over a 10week period to put together a dramatic production. Members will learn and develop a greater awareness of conflict and build skills for conflict resolutions.</p> <p><b>Culinary/ Positive Peers</b>  Healthy Habits programs is designed to incorporate healthy eating habits and give members the basic cooking skills. The Positive Peer program will help members identify positive traits/qualities and their potential to become a positive influence in others lives.</p> <p><b>Passport to Manhood / Triple Play Fitness</b>  Do you have what it takes to be successful in</p>	
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	<p>the world of work?  Through Leadership Development, you will sharpen the skills you have and build new ones as you look at your long-term career options.  (Field Trip oriented)</p> <p><b>Smart Girls / Step &amp; Fitness</b>  The program teaches young girls how to build their self-esteem through discussion and role-playing. The program will help the girls develop a greater sense of them self and demonstrate increase assertiveness and decision-making skills. Through the Step activities the girls will gain the tools of being a good leader and the importance of working as a team.</p> <p><b>Computer/ Technology Exploratory</b>  This class will be for students that are interested in enhancing their skill and knowledge of computer applications and programming.</p> <p><b>Digital/ Photography</b>  Every time a photographer establishes a camera angle to frame a subject, they make a creative decision. Startling and memorable shots occur when you begin to look at life from a different perspective. This course will introduce you to techniques that will help make your compositions believable, intriguing and anything but ordinary.</p> <p><b>The World of Art Through Drawing</b>  The projects in our Arts Program are designed to be fun but also promote personal growth and hands-on skills development through various arts projects. These skills can then be applied in other aspects of life.</p>	
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		<p><b>Leadership &amp; Career Development: ROOTS (Realizing Others Outstanding Talents)</b>  Do you have what it takes to be successful in the world of work?  Through Leadership Development, you will sharpen the skills you have and build new ones as you look at your long-term career options.  <b>Lights, Camera, Action</b>  This course is an introduction to video/audio production for digital media/multimedia. Students will gain knowledge and skills needed for video production to include hands-on experience in videography and video/audio editing for the creation of video/audio projects.</p>	
<p><i>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.</i></p> <p><i>(Please see below for additional required information)*</i></p>	<p><i>Yellow</i></p>	<p><i>3x/year Benchmark Assessments include NWEA (K-8), AIMSweb (K-8) for both ELA and Math. Interim assessments include AIMS web, Module/Unit/Domain assessments, other formative assessments such as Running Reading Records, Looking at Student Work, classroom observations/anecdotal records, etc. At the culmination of each benchmark period, teachers work during structured PLC meetings in order to analyze data and plan for instructional next steps and goals.</i></p> <p><i>As part of the teacher collaboration time (PLC), one meeting per week (1x/week) is designated for Troubleshooting. This provides time for teachers to discuss student need with their grade level colleagues. At this time, SMART goals are created and intervention programs/strategies are identified. A review meeting (every 4-6 weeks) will take place in order to evaluate intervention progress and determine next steps. Additionally, students practice structured response format at least</i></p>	<p><i>To support the goals for Indicators #1: Priority School make yearly progress, #9: 3-8 ELA All Students Level 2 &amp; Above, #15: 3-8 Math All Students Level 2 &amp; Above, #33: 3-8 ELA All Students MGP, #39: 3-8 Math All Students MGP, #14: 3-8 ELA ED Students Level 2 and #20: 3=8 Math ED Students Level 2, tTeachers recognize that they now understand data and will continue to implement the 2<sup>nd</sup> phase of the process, allowing them to connect data analysis and identify instructional impacts. They will continue to follow the set data cycle to analyze student work through the use of SMARTGoals as the metric and determine instructional impact by group and by individual student. NWEA Curriculum and I Ready skills assessment will also impact instructional decisions for groups and individual student needs. This work will continue during PLC meetings provided weekly and embedded within the school's master schedule for grade-level release time. 4 ½-day releases along with 2 Superintendent Conference Days will be used</i></p>

1x/month and as a follow up, teacher teams analyze student work and identify strengths, needs, and next steps in order to encourage structured student response format. The school has implemented a Data Protocol (see below) and will expand upon that protocol in SY 15-16 by identifying specific instructional practices shifts that need to be implemented on a group and individual basis.

Step	Notes
Describe patterns of student strength, progress noted as you look at the assessment results	
Which specific students (by name) did not demonstrate mastery on which specific standards? (respond by student, not standard)	
Which instructional practices proved to be most effective?	
What patterns can we identify from the student mistakes?	
What interventions are needed to provide struggling students additional time and support?	
How will we extend learning for students who have mastered the standard?	

for vertical and whole-school PD. PD provided will be based on Summer PD needs assessment and will focus on:

- 1.Strong/Good First Instruction
  2. Engagement
  3. Differentiation
  4. Data- use and implications to instruction
  5. PBIS- Restorative Practices
- During Differentiated Support time, teachers will target individual identified needs of students and provide strategies for students to meet those needs, with a goal for older students to self-select strategies that best fit their learning styles. Students have begun to and will continue to set their own goals with teachers and will receive instruction on the use of specific strategies to reach those goals. Data Walls, as seen in the PLC room, will continue to be used as the visual cue for improvement as will Looking at Student Work (LSW) to determine next instructional steps. Work will continue with staff that will move towards a level of progress that permits students to know and understand their levels of performance in order to set their own targets. The staff acknowledges that students need to know where they are, where they need to be, and how to get there.



<p>v. Describe the school-wide framework for providing academic, social-emotional, and student support 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>Yellow</p>	<p>Academic: Instructional Coaches have become a hybrid model providing coaching for teachers and direct intervention services for students. They model best practices for all staff. Each student receives an additional 120 minutes per week of intervention with the schools' teachers. Lack of instructional support at the 7th and 8th grade level will be addressed in SY 15-16.</p> <p>Social Emotional: PBIS has existed in the past and is no longer school-wide. An initiative to reduce suspensions has decreased the number of in-school suspensions significantly; 177 SY 13-14 to 65 (YTD) SY 14-15. The school recognizes the need for a system wide PBIS program for K-3, 4-6, and 7-8 that addresses the needs of students at various grade levels.</p> <p>The school's growth score showed substantial improvement SY 12-13 to SY 13-14, going from a score of 0 to a score of 11. ELA and math achievement on NYS 3-8 exams showed a very small increase in ELA and a decline in math. SY 14-15 growth on NWEA demonstrates that grades 2, 3, 4, 5, 7, and 8 exceeded target growth Fall to Winter in Reading and grades 2, 3, 4, 5, 7, and 8 exceeded target growth Fall to Winter in math. When compared to District growth, grades 1, 6, and 7 exceeded the District growth in reading, and grades 1 and 6 exceeded the District growth in math. Tier II and III support needs have been identified by student, by grade level, through Grade 6. The school recognizes that additional work is required In the coming school year to support the 7-8<sup>th</sup> grade students at the same level of services.</p>	<p><i>To support progress towards goal for indicator #5: School Safety-</i> Responsibility for the school will be divided by grade level; K-3, 4-6, and 7-8, among the administrative team with cross-support when needed. Summer PD is planned for the entire staff that focuses on good/strong first instruction differentiated supports, and PBIS that includes restorative practices. School-wide strategies will be determined and implemented as a result with the goal of impacting culture of the school and creating a supportive learning environment.</p> <p>The school will re-implement ATS with the support of The Center for Youth, in order to build student skills/strategies in pro-social development and remove obstacles to learning and support development of social/emotional relationships with peers and adults. An additional reading teacher at the 7-8 grade level, in addition to the existing reading teacher at grades K-2, will support the extreme academic needs of these students. Two (2) additional intervention teachers will support students' individual needs as identified. The Innovation Greenhouse Summer Program- will provide the opportunity for teachers to work with strategies and best instructional practices in order to inform school year practice. Multiple Reading Incentives will be implemented. Boys and Girls Clubs will support enrichment activities that will include: STEM, Arts, Wellness, Literacy, and Service Learning. Development of a learning culture, supported by a community school model that embeds community supports during the extended school day will provide students with an</p>
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			environment rich in resources to help them achieve success.
<p>vi. Describe the strategies to develop/sustain a safe and orderly school climate. 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>Orange to Yellow</p>	<p>School Climate improved during SY 14-15. Out of School Suspensions were reduced; 136 in SY 13-14 compared to 90 this year. The School identified a Pathway to Services during SY 14-15 (see below)</p> <p><b>#45 School Pathway to Services 14/15 Teacher has Academic/Behavior concern: (for both General Ed &amp; Special Ed; special cases handled on an individual basis)</b></p> <ul style="list-style-type: none"> <li>- Get to know student 1:1; review student's cumulative record</li> <li>- Talk to previous year's teacher; contact parent</li> <li>- Modify your classroom behavior plan for that student/Tier 1</li> <li>- Network with your grade level colleagues/Tier 1</li> <li>- Refer to <b>"Pre-Referral Intervention Manual"</b> for new methods/strategies (housed in school library under PRO section)</li> <li>- Refer to <b>4 RTI Resource Binders and/or RTI professional Library</b> (both housed in school library under PRO section)</li> <li>- Implement and document (in writing) your varied interventions &amp; outcomes/<b>be specific</b></li> <li>- If improvement is noted, continue plan &gt; CASE CLOSED</li> <li>- If no improvement after 3 weeks/varied interventions &gt; <b>troubleshoot at grade level meetings with colleagues and assigned Coach for that grade level</b></li> <li>- If no improvement after 3-4 weeks, continue discussion at next grade level team meeting &gt; Coach contact intervention case manager to schedule student on decision making team's agenda</li> </ul>	<p><u>To support the goal of indicator #5: School Safety,</u> The school will continue to focus, in SY 15-16, on a culture and climate that provides a positive learning environment for all students. They will expand on their identified Pathway to Services (see previous column). A consistent PBIS plan is in the process of being developed that aligns with this Pathway, and teachers/staff will receive PD during the summer in Restorative Practices. During the school year, the leadership team will divide the school by "pod" or grade-level with each becoming the "go-to" for grades K-3, 4-6, and 7-8, with the intention of providing cross-level support when needed. Restorative Practices and PBIS protocol will be the expectation for all staff members as observed during walkthroughs and formal observations, as well as push-in by Instructional Coaches.</p> <p><u>A 3 tier response system is being established that incorporates teacher responses, a mid-point on-track response, and an ATS response to behavioral issues. Training for all stakeholders, including community partners and parents is a key component of implementation of a system that can successfully address school safety needs support an environment for learning. A particular focus on the supports for 7-8<sup>th</sup> grade students is in place through the support of Center for Youth, the admin. Team, and teachers. Parent education to provide behavioral resources and strategies is planned as part of the Parent Professional Learning Plan being developed.</u></p>

	<p>- <b>Troubleshooting will focus on Tier 1 and Tier 2 interventions, only.</b></p> <p><b><u>Teacher has Social/Emotional/ concern or Counseling need:</u></b></p> <ul style="list-style-type: none"> <li>- Social emotional emergencies, consult with Jacquelyn Dobson, the school social worker (PreK-8).</li> <li>- Counseling assessments will be determined at the Decision Making Team level.</li> </ul> <p><b><u>Teacher has Speech/Language concern:</u></b></p> <ul style="list-style-type: none"> <li>- If Speech/Language concerns only, consult with SLP assigned to your grade level; if academic concerns are also present, follow above pathway "Teacher has Academic/Behavior concern"</li> </ul> <p><b><u>After 6 consecutive weeks of progress monitoring, submit academic progress monitoring graph (AIMSweb)/ behavior modifications (data and progress), intervention referral, and intervention consent to:</u></b> (PreK-8 Intake Manager)</p> <p>The Manager will review your intervention data to check for completeness (returned to you if not) for scheduling.</p> <p><b><u>Decision Making Team Meeting</u></b></p> <p>Your Decision Making Team will collaborate with you to develop alternate academic and/or behavior strategies. Regarding behavior, all students (with the exception of special education students with prior BIPs) will follow the above pathway at grade level team meetings. Those special education students with BIPs will be processed on a case-by-case basis by <b>J. Jeanty/Psychologist</b>. This team will develop individualized support plans for students that are unable to achieve success with the Tier 2 model.</p>	<p>Community Partners—<b>M.K. Gandhi and Partners in Restorative Initiatives</b> will begin work with staff during summer 2015 for implementation in SY 15-16 with all staff and students.</p>
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		<p>It will result in:  CONTINUE PLAN or MODIFY or POSSIBLE 504 PLAN or POSSIBLE CSE REFERRAL</p>	
<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>Yellow</p>	<p>Parents were invited into the school many times during the school year. Events included:</p> <ol style="list-style-type: none"> <li>1. Open House</li> <li>2. Parent/Teacher Conferences</li> <li>3. Hispanic Awareness Event</li> <li>4.2 Book Fairs</li> <li>5. A variety of concerts</li> </ol> <p>Parents are also made aware of their child's academic progress/needs through the use of newsletters (are these translated?) and book fairs. Teachers keep contact logs of individual contacts during the school year as well as formal contact during Open House and Parent/Teacher Conference activities</p> <p>The school is part of the District's Attendance Blitz that provides home visits monthly to homes of students with chronic attendance issues.</p> <p>An Adult TASC/GED class has begun (started mid-year) with support from this grant to increase parent literacy. Currently 8 parents actively participate.</p>	<p><u>To support progress towards goal for indicator #6: Family and Community Engagement (DTSDE Tenet 6)- 64 ½ day releases will be used for "Invite Your Parents to School Days."</u> Parents, students, and staff will participate in ELA and Math Activities, Science Experiments, and Enrichment Opportunities that can include physical activities (hula-hoop competition), and social/ emotional activities to provide restorative practices information to parents that can be used at home or school.</p> <p><u>Parent representation on the CET helps provide a mechanism for valuable parent feedback and input regarding decisions made that affect all stakeholders.</u></p> <p>The Smile Mobile provides on-site dental care to students.</p> <p>A partnership with local churches will provide opportunities for community engagement through basketball, and community breakfasts that include academic, social/emotional, and physical activity opportunities.</p> <p><u>Creation of a parent education plan that aligns to the requirements of 21<sup>st</sup> CCLC -and incorporates needed education opportunities for parents based on a survey, that is aligned with the staff professional learning topics. This includes the feedback of the CET to include information for strategies to address bullying. The Adult TASC/GED class will continue with plans to expand it to up to 20 parents.</u></p>

		<i>The Parent Liaison has been placed in the front foyer every morning to greet parents as they arrive and be available to identify needs of families and offer suggestions/resources available to meet those needs.</i>
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**\* 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. ~~(See attachments)~~ **The school is using Reivership indicators and targets to demonstrate academic achievement. See Leading Indicators section below that details SED-selected Level 1 indicators and School-selected Level 2 indicators. The school was required to select 6 Level 2 indicators, as 4 Level 1 indicators were selected by SED, for a total of 10 indicators from both Level 1 and 2.**

**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>i. Identify and describe the training, support, and professional development 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.</i>	Orange to Yellow	<p>The school developed a monthly professional development plan that was implemented through embedded PLC time (see sample below). It was aligned to the Danielson Targets/ Domains and was informed by data and/or progress monitoring feedback. It identified resources for implementation and what the final product should look like in the classroom.</p> <p><b>Professional Learning Plan—2014-2015</b>  <b>Weekly Structure:</b> Looking at Student Work, Differentiation (Resource—Chapman/King), Data Analysis, Unpacking the Common Core, Troubleshooting embedded in weekly plan  <b>September-</b> Setting Norms and Differentiating the Learning Environment (Physical and Affective)  PBIS Training-K. Zurowski (SEIS) and K. Vicanti (BOCES)  <b>October-</b> Differentiation Session 2—Managing Data (week 1), Data analysis—NWEA and CC</p>	<p><i>To support the goals for Indicators #1: Priority School make yearly progress, #9: 3-8 ELA All Students Level 2 &amp; Above, #15: 3-8 Math All Students Level 2 &amp; Above, #33: 3-8 ELA All Students MGP, #39: 3-8 Math All Students MGP, #14: 3-8 ELA ED Students Level 2 and #20: 3=8 Math ED Students Level 2,</i></p> <p>Professional development is embedded during the day through PLCs at each grade level. In SY 14-15, the school developed a monthly PD plan for PLC meetings and is in the process of conducting a needs assessment in order to do the same for SY 15-16. Key areas of focus for SY 15-16 will be:</p> <ol style="list-style-type: none"> <li>1. Good/Strong First Instruction</li> <li>2. Deeper Data Analysis and Impact to Instructional Planning—group and individual</li> <li>3. Engagement<i>differe</i></li> <li>4. Higher Level Student-Centered Learning</li> <li>5. Tiered Intervention—group and individual</li> <li>5. Restorative Practices/School Climate/</li> </ol>

		<p>(week 2), NCTL P.M. Visit NYS ELA 2% proficient, SCEP plan NYS ELA and Math 2% proficient</p> <p><b>November-</b> Differentiation Session 3— Forming and Managing Grouping Designs (week 1), Data analysis—NWEA and CC (week 2), Looking At Student Work (Instructional Focus) (Week 3), SCEP in Action—Standards and the Curriculum (Week 4)</p> <p><b>December-</b> Differentiation Session 3— Forming and Managing Grouping Designs (week 1), Data analysis—NWEA and CC (week 2), NCTL P.M. Visit NYS ELA 2% proficient, SCEP plan NYS ELA and Math 2% proficient</p> <p>Throughout the remaining months, the school participated in a similar format with Differentiation, Data Analysis, Looking at Student Work, and SCEP alignment of PD to goals.</p> <p>They used this protocol to complete the task.</p> <p>1—What do we want our students to learn? Create list of essential skills for the next month And write SMART Goals</p> <p>2—How will we know the students learned it? Development of assessments for the following month to be administered and scored prior to week 3.</p> <p>3--Focus on Results--Analyze data, identify students who need intervention and enrichment</p> <p>*admin presence*</p> <p>What are we going to do for students who didn't learn it? What are we going to do for students who did learn it?—Differentiation, intervention planning, enrichment planning</p>	<p>Classroom Management</p> <p><u>Staff will participate in 6 ½ day releases for specific professional learning foci.</u></p> <p>In SY 15-16 the Autism Team teachers will participate in vertical teams, at least weekly, with plans to meet daily.</p>
<p>ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any modifications to the plan as the result of evaluation.</p>	<p>Orange to Yellow</p>	<p>During SY 14-15, walk-throughs and formal observations were completed to see the effect of training throughout the year. Based on the results of these and information provided by</p>	<p><u>To support the goals for Indicators #1: Priority School make yearly progress, #9: 3-8 ELA All Students Level 2 &amp; Above, #15: 3-8 Math All Students Level 2 &amp; Above, #33: 3-8 ELA All</u></p>

<p>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><i>Instructional Coaches during push-in session, the school has identified that teachers seem to have mastered the concept of data analysis and now need to practice implementation instructionally, based on the results of that analysis.</i></p>	<p><i>Students MGP, #39: 3-8 Math All Students MGP, #14: 3-8 ELA ED Students Level 2 and #20: 3=8 Math ED Students Level 2, New: The 2015-2016 school year will include Peer Observations so that job embedded support and professional development can occur around focused school needs (i.e. learning targets, classroom environment, etc.) New: The 2015-2016 school year will encourage the identification of specific classrooms to implement a Blended Learning format; incorporating purposeful, data-informed technology instruction as part of a student's learning plan. This format will permit more strategically focused differentiation for all students.</i></p>
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<p><b>Project Plan and Timeline</b> (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:</p>			
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 key strategies 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><i>Orange</i></p>	<p><i>ELT: at least 300 additional hours of instructionally and enrichment based learning time.</i></p> <p><i>Community School: To identify resources that support the whole child and families.</i></p> <p><i>DDI: to train teachers to analyze data in a way that impacts instructional practices and can provide Tier II and Tier III interventions.</i></p>	<p><i>To support progress towards goal for indicator # 94: Providing 200 Hours of Extended Day- The school has incorporated previous key strategies into a focused approach with three (3) key goals:</i></p> <p><i>1. Instructional Focus: Strategic use ELT and DDI and other strategies to support strong first instruction and expanded to support instructional practice shifts as required based on analysis of student data.</i></p> <p><i>2. School Culture: <del>C</del>Through a community School Model- The model began as a Family and Interagency Collaboration, and is being expanded to a Full-Service Community School model. This is being done based on the needs</i></p>

			<p><i>of this high-poverty (89%), high % of ELL (over 25%), high special education (14%) population. This model will provide an integrated on-site/off-site menu of comprehensive services to meet the wide array of needs of students and their families. , embed systemic supports for students and staff that support social/emotional health that includes community partners.</i></p> <p>3. School-Wide PBIS: Implement with fidelity to improve and support a continuous culture of learning.</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><i>Yellow to Green</i></p>	<p><i>Expanded Learning Time- additional 300 hours of student time for differentiated supports</i></p> <p><i>Decreased in-school suspension rates</i></p> <p><i>Increased sports opportunities for 7-8 grade students including soccer.</i></p> <p><i>Adult Learning Class- ~8 parents actively participating in a program that was begun mid-year.</i></p>	<p><i>Expanded Learning Time- To make progress toward the goal of Indicator #94: Providing 200 hours of Extended Day, the school provides more than 300 additional hours in SY 15-16 for all students, as part of the NCTL Time Collaborative. The additional 300 hours of student time for differentiated supports will continue with the goal of higher quality ELT/ Academics supports</i></p> <p><i>Decreased in-school suspension rates- with the goal of a significant increase with the implementation of school-wide PBIS and Restorative Practices.</i></p> <p><i>Increases sports opportunities for 7-8 grade students including soccer will continue</i></p> <p><i>A District-wide Adult Learning Class is now available to the parents and family members of all students. Adult Learning Class- with the goal of expanding the existing class to 20 parents who actively participate by beginning the class from September on-</i></p>



<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><b>Yellow</b></p>	<p>1. <i>Student attendance- by grade level</i>  2. <i>Teacher attendance- absence by reason code</i>  3. <i>Office Disciplinary Referrals: Incidents and Suspensions</i>  4. <i>Satisfaction surveys for ELT</i></p> <p><i>Data is collected bi-monthly and reviewed with the school, School Chief, and District Leadership.</i></p>	<p><i>Data will continue to be collected bi-monthly and reviewed with the school, School Chief, and District Leadership.</i></p> <p><u>Leading Indicators from Receivership: Level 1 include:</u></p> <ol style="list-style-type: none"> <li><u>1. #1: Priority School make yearly progress</u></li> <li><u>2. #5: School Safety</u></li> <li><u>3. #9: 3-8 ELA All Students Level 2 &amp; Above</u></li> <li><u>4. #15: 3-8 Math All Students Level 2 &amp; Above</u></li> <li><u>5. #33: 3-8 ELA All Students MGP</u></li> <li><u>6. #39: 3-8 Math All Students MGP</u></li> <li><u>7. #85: Grades 4 and 8 Science All Students Level 3 and above</u></li> </ol> <p><u>Leading Indicators from Receivership: Level 2 include:</u></p> <ol style="list-style-type: none"> <li><u>1. #14: 3-8 ELA ED Students Level 2 and Above</u></li> <li><u>2. #20: 3=8 Math ED Students Level 2 and Above</u></li> <li><u>3. #2: Plan for and implement Community School Model</u></li> <li><u>4. #6: Family and Community Engagement (DTSDE Tenet 6)</u></li> <li><u>5. #94: Providing 200 hours of Extended Day</u></li> </ol>
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<p><b>Budget Analysis/Narrative and Budget Documents</b> (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.</p>		
<p>Design Element</p>	<p>Status (R/Y/G)</p>	<p>Analysis of 2014-15 School Year</p>
<p>Provide an analysis of the current implementation</p>	<p><b>Yellow</b></p>	<p><i>School #45 used its SIG grant in SY 14-15 to support:</i></p>

<p>period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</p>	<p>to Green</p>	<p>Code 15- (1.0) Expanded Learning Resource Coordinator, (0.50) School Counselor, (3.0) intervention teachers, (1.0) data coach, (1.5) instructional coaches, (0.5) speech pathologist, (0.5) Adult Education teacher, teacher hourly pay to provide ELT sessions, and teacher hourly pay to provide summer PD for staff. Code 16- Support Staff (Security, Clerical, Paraprofessionals)to support ELT, and a (1.0) Senior Research Analyst out of the District Set-Aside Code 40- Contracted services with community partners: Boys and Girls Clubs and Center for Youth to support ELT Enrichment and student social/emotional health Code 45- Materials/Supplies for ELT Code 49- Health Aid to support students during ELT</p> <p><i>An amendment will be forthcoming in order to use remaining funds to support student summer learning through Innovation Greenhouse. Funds will be reallocated from contract services and professional staff salaries not required and/or not contracted with based on use of District support for the same level of services.</i></p>
<p>Additionally, under separate attachment, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> 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.</p>		

<b>Leading Indicators</b> – 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 9/2- 10/10/14	Per 2 10/13- 11/28/14	Per 3 12/1/14- 1/30/15	Per 4 1/30- 3/27/15			
Student Attendance	92.8%	92.5%	90.0%	90.0%	Y to G	Overall, attendance in grades 1-4 and 6-8 meets or exceeds the District target of 92%. Kindergarten attendance continues to be lower and has remained static throughout the year. Additionally, grade 5 attendance has fluctuated, at times within 1% point of target, and at times 3 % points below target.	<i>The school plans to emphasize the importance of attendance and provide incentives for classrooms to “meet or beat” other classrooms, other grade levels. School #45 is a targeted school, participating in the District’s Truancy Blitz. Kindergarten attendance continues to bring the school’s overall attendance</i>

							<p><i>average down.</i></p> <p><i>4 ½-day release dates for staff PD were instituted this year without parent notification. In SY 15-16, the school will turn these 4 days into “Bring Your Parents/Non-School Aged Siblings to School Day.” This is in response a trend for</i></p>
Teacher Attendance	96%	93%	92.5%	91%	G	With the exception of flu season, teacher attendance met or exceeded the target almost the entire time of all 4 reporting periods	<p><i>Teacher attendance continues to be high. No changes are anticipated to address this in SY 15-16.</i></p>
Office Discipline Referrals	35	22	13	37	Y to G	107 during this reporting period compared to 202, same time last year. Predominantly, ODRs are occurring in classrooms.	<p><i>The school is on track to reduce suspensions significantly and will continue to strive for a 10% reduction when comparing SY 14-15 with SY 15-16. The school plans to provide PD and embed Restorative Practices in all grade levels to create a school-wide PBIS program. Included will be identification of Tier I and II intervention options by teachers to resolve on-going disciplinary issues and identify root cause and strategy response, as well as put social/emotional supports in place to modify behavior and create a stronger learning environment. Particular attention will be given to the 7-8<sup>th</sup> grade students with a reorganization of administrative support that identifies key players who will provide disciplinary guidance.</i></p>
Extended Learning Time	Extended time mirrors school attendance, as ELT is embedded as part of the school day				Y to G	See section iii above	<p><i>ELT will continue to provide at least 300 additional hours for all students, and sessions offered will continue to be aligned with student need and choice.</i></p>