CONTINUATION PLAN
School Innovation Fund Grant (SIF)
2015-16

School:	Abraham Lincoln School #22	District:	**Rochester City School District**
BEDS Code:	261600010022	**District Contact:**	*Cheryl Wheeler*
Enrollment:	*570*	**SIF Design Framework:**	*Turnaround*
Grades Served:	*K-6*	**Cohort: 3**	
Lead Partner or Partner Consortium (LP/PC):	*National Center for Time and Learning- trained coaches*	**Supporting Partners:**	Partner 1: First Unitarian of Winton Road
			Partner 2: New Horizons Music Program
			Partner 3: Scott Spino Foundation
			Partner 4: Baden Street Settlement
			Partner 5: Univ. of Roch. Graduate Nursing Program
			Partner 6: Rochester Business Alliance
			Partner 7: Lutheran Church
			Partner 8: Monroe County Dept. of Human Services
			Partner 9: Anthony Jordan Health Center

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

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 SIF 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	Yellow	*At the beginning of the year, districtwide*	*The general structures outlined in 14-15 SY are*

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.		

*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 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.*

*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.*

*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*

*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.*

*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 **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. 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.*

*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*

	oversight and guidance specific to curriculum and instruction.	*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 levels because it **integrates the school and district perspectives**.*
	*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 transformation.*	*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) *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 will be made with individual support and integration in planning meetings beginning immediately.*
ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership</u>. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.	*Yellow*	*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.* *Improvements this year include:* • *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;* • *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.* • *A widening group of District leaders*	*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.* *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.* *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***

		engaged in the District and school improvement work, made possibly by the addition of two new Deputy Superintendents at the beginning of this year. *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 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.*	*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 support school improvement priorities.* *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.* *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.* *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*** *to ensure appropriate progress and support; these will continue.* *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.*

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 SIF 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
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.*	*Light Green*	*Partner 1: Universal Unitarian Church- provide volunteer host program that offers tutoring and a student book club, as well as volunteers that support daily classroom instruction and ELT.* *Partner 2: National Center for Time and Learning (NCTL)* *Partner 3: Lutheran Church- terminated mid-year: MOA to provide student enrichment activities, homework assistances, and meals.* *Partner 4: Lincoln Library- provides after-school library time and an activity center for students.* *Partner 5: New Horizons Music Program-*	*Partner 1: First Unitarian of Winton Road* *Partner 2: National Center for Time and Learning (NCTL)* *Partner 3: New Horizons Music Program- will change to a 2X per week model.* *Partner 4: Scott Spino Foundation* *Partner 5: Baden Street Settlement* *Partner 6: Univ. of Roch. Graduate Nursing Program* *Partner 7: Rochester Business Alliance* *Partner 8: Monroe County Dept. of Human Services- provide crisis intervention for students and families, as well as SEL PD for staff.*

		support 1-2:1 instrumental music program every day *Partner 6: Scott Spino Foundation- provide books and volunteer readers 1 X monthly for each classroom. Additionally they provide supplies/materials for students and clothing including winter coats.*	*Partner 9: Anthony Jordan Health Center- Health center is connected the School's new location and can provide health-related support for all students.*
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>	*Light Green*	*Partner 7: Baden Street Settlement- provides an after-school program for 80 students in a wrap-around program that includes academic/ social/ emotional/ and physical support.* *Partner 8: Univ. of Roch. Graduate Nursing Program- provides healthy living information, and hands-on activities for students regarding overall health.* *Partner 9: Rochester Business Alliance- support the attendance initiative of the school as a previous Pencil Partner, meeting 1 X per week to discuss attendance strategies to improve overall student attendance.* *Each partner is evaluated based on* *• Cost effectiveness* *• Quality (including rigor, engagement, student/staff satisfaction, and results)* *• Delivery of services (including timeliness, provision of substitutes, etc.)* *• Customer Service* *• Rationale for continuing the services (include data to support)?* *• If the service or product is available for free elsewhere? (e.g., Khan Academy, Service Corps of Retired Execs.) No it is not.* *• If the equivalent service or product is available at a lower price? Where did*	*Additional partners being consulted, but not yet confirmed include:* *1. Rochester Area Community Foundation- Quad A that would provide wrap-around programming that includes academic/ social/ emotional/ and physical support.* *2. Mercier Literacy- to provide literacy support for students aligned to CCLS* *The school will continue to develop relationships with community partners in their new location in SY 5-16.* *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.* *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.*

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• Rationale for discontinuing the services (include data to support)?
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.</td><td></td></tr>
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* The LEA must provide a 2015-2016 Memorandum of Understanding (MOU) for each partner identified as either the Lead Partner or a partner in the Partner Consortium. Each MOU is to be signed by both the LEA and the partner. This MOU is to clearly identify the joint accountability to improve student achievement by both the LEA and the partner, as roles and responsibilities of both are also clearly delineated. MOUs are to be submitted by June 15, 2015 and in place by July 1, 2015; otherwise, 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
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.	*Yellow to Green*	*CCLS modules for grades 3-6 (ELA) CKLA- Core Knowledge Listening and Learning Strand for grades K-2 (ELA) CCLS modules for grades K-6 (math) Intervention Curriculum: Compass- aligned with NWEA to provide supplemental academic support that is individualized by student. Lexia (Core 5) is used in primary grades to support CCLS implementation. During Intervention blocks, teachers also use Wilson Fundations, and the assessment and mediation guides from CKLA.*	*The school recognizes that teachers are now comfortable with the CCLS modules and can expand on enrichment and differentiation opportunities within the modules. All curriculum listed in SY 14-15 will continue for SY 15-16.* *CKLA extension and implementation is planned for grade 3 in SY 15-16.*
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.).	*Yellow to Green*	*Grades K-2: School #22 Grades K-6: School #22 has a focus of CEI- Claim, Evidence, Interpretation- as a writing strategy, based on an identified need support constructed responses. Walk-to-Success: as a literacy strategy, each grade level has homogenously grouped intervention daily. The pyramid is shifting for*	*The school has seen growth in text-based answers. Stronger focus in SY 15-16 will be in the interpretation phase of CEI as the C and E portion of the strategy has been implemented with fidelity and is seen through observation, students can explain, posted work. Based on a State review, the school will be participating in on-going professional*

		these students. For example, at the Kindergarten level, the school is seeing 17 students at the level change to 7 students, with those 10 moving up to mid-level proficiency. The top group has grown from 42% to 71% using target skills in Walk to Success.	*development to increase differentiation strategy use.* *With new teachers and new students coming on board in SY 15-16, training will be required and will impact. 100 students will participate in Innovation Greenhouse, focused on skills from Core Knowledge. Teachers who participate will establish model classrooms for SY15-16.*
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]().	Yellow	*Extended Learning Time- (ELT)- was originally designed to provide extension of the modules. Logistically, teachers were not necessarily teaching at their grade levels in the 9:00-5:00 time frame, and this presented challenges to the original design. Additionally, the 100 Book Challenge was supposed to be used during ELT for all grade levels. This has been done in~50% of the classes.* *Quality of ELT has been determined to be ~50% effective in this first year due to the change of schedule and teacher buy-in. Students were originally placed in first-time ELT offerings. Creating options for students and placing students was based on student-choice/student survey for grades 4-6. Once completed, placement adjustments were completed. Choices were limited for students in grades K-3.* *Some offerings are offered by marking period so some change in course offerings will be provided ~quarterly and by semester. Where students are not engaged or do not appear interested, adjustments are being made.* *Quality and alignment of ELT course offerings has been and will continue to be improved with the support of the ELT TOA and Instructional*	*Change of time frame to 7:15-3:30 will permit better implementation of ELT by creating more teacher buy-in and providing the school the ability to stagger ELT sessions. K-2 students will participate in ELT in the afternoon and 3-6 students will participate in the morning.* *The school is in the process of developing new partnerships, given the move to the new campus, and a monitoring protocol that can support teacher and community partner implementation of ELT, to ensure quality delivery of instructional and enrichment sessions.* *Partnerships with additional community agencies will permit a larger menu of options for ELT sessions SY 15-16, based on student choice (2nd survey has been completed), and student need.* *The school is developing a 10-week cycle to ensure that students receive more than one (1) academic/enrichment opportunity and have the ability to move to a level-2 session if appropriate i.e. Karate 1 and Karate 2.* *The school has put out a survey to staff in order to determine any changes to improve ELT implementation next year. Following collection*

		Coaches. *Semi-monthly meetings were held with partners and teachers providing ELT. The District supports partner/school meetings ~monthly to discuss issues around implementation, alignment of program, and operational aspects of implementing ELT.*	*of the survey results collection, a cycle of improvement will be developed in order to better implement ELT in SY 15-16.*
iv. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). 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 examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. *(Please see below for additional required information)**	*Yellow to Green*	*The school's DDI cycle includes: weekly data meetings by grade-level.* *Current data is reviewed to impact grouping approximately every 4-6 weeks.* *A data wall has been established that documents student growth and change by grade and individually. Teachers meet weekly to discuss mid-course corrections based on data analysis of student work.*	*The DDI Cycle for SY 15-16 will focus on individual instructional impact. While pockets exist, the intention is to implement this on a school-wide basis. This will align with the professional development teachers will participate in during the school year.* *During grade-level meetings, there will be an added focus for teachers to Look at Student Work, and discuss implementation of differentiation strategies in order to determine any mid-course corrections that may need to be made. Additionally, there is a plan to implement more focused teacher-led learning walks in SY 15-16 in order to build capacity of teachers and on the concept of a professional learning community.* *Grade-level meetings will also be used for collegial planning as a group, in order to ensure engagement, higher level learning, and assessment are present.*
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.	*Green*	*There are two staff teams; RtI for academics and BBT- Building Behavior Team for behavior. Both teams meet once per week and the agenda is based on teacher referral of students. Student progress is monitored every 4-6 weeks, and includes input from the SW, PSY, classroom teachers for support, any further additional staff as-needed support i.e. speech, academics, reading, SPED*	*RtI protocol will continue in a team format, beginning in September. Each staff member has an Intervention Handbook, with Tier I, II, III intervention suggestions. Professional development that has been provided to all staff will be implemented with fidelity. Students identified in SY 14-15 will be monitored from day 1 and interventions will be implemented* *The School will be moving to Franklin Campus*

		RtI Protocol-teacher referral using a building-created form that includes goals, weaknesses, and needs. Parents are invited to participate. TCOS- Jamesha Wilson- Snyder if a CSE referral is required. *Team helps teachers develop a plan for classroom interventions and support implementation.*	*in SY 15-16. Some changes with this move include:* 1. *Master Schedule will change to allow 30 minutes increments in order to create intervention back-to-back with specials thus permitting Intervention Teachers to cover classrooms so other teachers can meet.* 2. *A District- supplied full-time reading teacher will continue to provide literacy support, and* 3. *A District-supplied Instructional Coach will continue to support embedded professional development during grade-level meetings, and through push-in to model strategies within classrooms.* 4. *A SIF provided Instructional Coach (0.5) will provide additional support at the K-2 level.*
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.	*Yellow to Green*	*The school has an existing PBIS protocol. Lincoln's Laws: Be respectful, be responsible, and be safe are seen posted throughout the school. Lincoln's Laws trivia is played each morning and a positive behavior "Gottcha" ticket system is in effect.* *Town meetings are held every two months by grade level to review Lincoln's Laws and also provide award s to students. Parents are invited to these meetings sporadically.*	5. *In SY 15-16, the school plans to implement monthly meetings for all grade levels that reinforce PBIS protocols, and incorporates additional celebrations of academic, attendance, and behavioral success and refresh the process, particularly because they are moving to a new building.* *The plan is to encourage more parent involvement by inviting parents to participate in PBIS functions.*
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.	*Yellow*	*All parent notifications are translated into English and Spanish.* *Quarterly Newsletter to families in both Spanish and English.* *2 Family Expos: Hispanic Heritage and Black History were held this year*	*In SY 15-16 the school hopes to recruit at least 10 active parent volunteers. They acknowledge that most parent involvement activities constitute the sharing of knowledge with few opportunities for parent feedback or participation. With the placement of a bilingual*

		Moving Up Ceremony- at the end of the year Orientation- Pre-K Parent days, weekly K- Monthly Parent Events Home Visits-Attendance Blitz- Chronic Attendance families School Expo Night- demonstrating curriculum, student work, community agencies as resources. The VISTA volunteer is working on a comprehensive brochure for community services.	Parent Liaison, the school will continue to improve its parent involvement/engagement by: 1. Locating the Parent Liaison in the foyer each morning to make a personal connection with parents, and provide a daily welcome. 2. Continued evaluation of parent events to determine effectiveness from the parent point of view.

* 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 attached data sheet).**

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 SIF 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 SIF plan.	*Light green*	*The school's PD plan for SY 14-15 includes the following:* *1. CEI- Increase student's ability to answer open ended questions. Outcomes include: Each grade level will have an anchor chart of what CEI looks like for their grade level. Bulletin boards will display evidence of CEI implementation.* *(Baselines need to be done by November) Facilitators will use the looking at student work protocol and follow the data protocol outlined in Minds and Motion to guide teachers through the baseline CEI work. An outcome will be the teacher guide students writing goals that focus on claim development.*	*Central District Support: A preliminary baseline plan has been created that focuses on differentiation and classroom management. These areas were determined based on staff surveys, recommendations of the State Review, and observations seen through walkthroughs and formal observations. Additionally, the entire staff has made a commitment to ensure that daily lessons contain Higher Level Questions that lead to deeper learning.* *PD will be provided through Instructional Coaches and District staff who can provide support. Additionally, the goal is ensure a cycle of PD that is teacher-led in order to create a PD cycle that is sustainable.*

		*2. **Higher Level Thinking Questions.** In order for student's to create or fill in a CEI, student's need to have a guide facilitation of developing highly effective lessons with higher level questioning. Outcomes include: Develop school wide understanding of purpose and reason for increasing higher level questioning. In turn, develop a lesson plan guidelines at each grade levels to include higher order thinking skills.*	
ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, 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.		*Building-wide PD occurred on:* *11/25/14* *1/22/15* *4/23/15* *1/22/15* *5/14/15* *The school completes walk-throughs looking for evidence of CEI by computing the % of time Anchor Charts, Student Work, Artifacts with Sentence Stems, the Subject used for CEI observed, and evidence through student interviews.*	*Continued work on implementation of training/support/PD in SY 15-16 will be based on:* 1. *Staff feed-back* 2. *Walk-throughs* 3. *Learning Walks- focused and aligned to the Danielson rubric* 4. *Formal Observations* *The school plans to continue to hone its ability to identify progress targets related to PD, most specifically in differentiation and behavior management.*

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 SIF 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
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 SIF application.		1. *Continued Professional Development Community Partnerships* *School #22 relies heavily on its community partners to complete the work at hand. District support was being provided to facilitate partner meetings. Other community partners who could supplement the work of the school*	*SCEP Goals:* 1. *Increased number (56%- target) of students who reach growth RIT scores by end of the year* a. *Through continued focus for intervention and PD for staff* 2. *Reduce suspensions by 3% as a target*

		are being reviewed given the location change planned for SY 15-16. A summer parent orientation will continue to be implemented for parents and their children, and for the coming SY will be provided to help students and their families acclimate to the new location.	*goal-* a. *Re-evaluation and revamp of the PBIS protocol.* 3. *Improve attendance to 90%, while not meeting the District goal of 93%, a significant increase from SY 14-15.* a. *Parent Liaison key*
		Dual Language: *The school met the required minutes for ESOL services and native language instruction. Most grade level teams worked on core curriculum through a co-teaching approach in a variety of models. Newcomers arrive throughout the year, and present a challenge. The school would like to incorporate a Newcomer ELT session in SY 15-16 in order to provide support for newcomer transition into the regular academic program. PD for staff on co-teaching is on-going to ensure quality and efficient delivery of instruction. The school participated in PD by Gomez and Gomez to support dual language program implementation. The model will expand in SY 15-16 in K-1, and then expand each grade level exponentially. Bilingual classrooms demonstrate some of the highest growth in both literacy and math school-wide based on NWEA results. The school attributes the success to the consistency of delivery of instruction and whole-staff buy-in. Constant data review impacts grouping, and instruction adaptation. The goal is to drill down in next steps to adapt and differentiate for individual students, a similar goal for all teachers. Currently the team is meeting voluntarily. Additionally, the bilingual team meets from 8-8:40 AM, twice a month, voluntarily. The staff credits the work of the instructional coaches to keep them on track with all embedded PD*	*Community Partners:* *In this area, the school will need to explore additional community partners such as a City Rec. Center located near their new building. The school will continue, with the support of the District, to maintain existing community partnerships and establishing new ones that are beneficial for students. To date, they have had consultations with Quad A, and Mercier Literacy for Children. The school's transition team continues to investigate additional partnerships.* *Dual Language:* *The school will continue to expand on its Dual Language Foundation by implementing at the next grade level. The Bilingual Team will continue to work as a team and with the entire staff to ensure a variety of strategies are available to all teachers for use with bilingual students. Additionally, the school will establish a Newcomer session for ELT for newly arrived students to support their transition into regular classroom settings.* *ELT:* *Change of time frame to 7:15-3:30 will permit better implementation of ELT by creating more teacher buy-in and providing the school the ability to stagger ELT sessions. K-2 students will*

		during common planning time. The school would like to establish a newcomer program embedded within the school's master schedule that would permit a 6-10 week transition period for newly arrived ELLs.
		
		ELT:
		ELT continues to be provided the last period of the day. In band, students have progressed from beginner to advanced musician. They will perform at the Eastman School. The school needs the opportunity to gather as a team. The master schedule is being reviewed to determine best scheduling that would provide those opportunities. The school feels ELT quality is at ~50% and will be much improved in SY 15-16. This is based on teacher- buy in, and responses from students on student satisfaction surveys.
		
		Professional Development:
		PLCs include PD on <u>A Growth Mindset, Explicit Direct Instruction for ELLs</u>, Differentiation, Engagement, Biliteracy, Higher Level Questioning techniques, and CEI- District Support for some PD has provided Dual. Staff report, "there is a feeling of 'solidification,' of purpose."
			participate in ELT in the afternoon and 3-6 students will participate in the morning.
			A second student survey has been completed on which ELT sessions for the 1st 10 weeks of SY 15-16 will be built. Community Partnership sessions will be embedded within the ELT framework to provide a larger menu of options for students including "Level 2" sessions for students who have completed Level 1
			
			Professional Development:
			The school is in the process of developing its PD Plan for SY 15-16. With District support, the school will be focusing on:
			   1. *Differentiation*
			   2. *Engagement*
			   3. *Higher Order Questioning*
			   4. *Classroom Behavior-PBIS*
			
			The school feels it has laid the foundation for these challenges and will continue to develop expertise in these areas in SY 15-16 with the support of Instructional Coaches and District staff.

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 SIF plan implementation and foster increased/sustained buy-in and support for the plan.		*ELT: For the first year, the school feels it implemented the concept of ELT as well as possible. They school continue to implement ELT in a 9:00-5:00 schedule, and are looking forward to the change of schedule for SY 15-16 from a late school to an early school (7:30-3:30). The consensus is this schedule will provide more staff buy-in and support of ELT, and allow more teachers to work with their own students, and/or have the flexibility of groupings not now available. Work is planned*	N/A

		with parents to ensure they and staff understands the change of time, as it impacts ELT and the change of venue to the Marshall Campus.	
iii. Identify the <u>leading indicators of success that are examined on no less than a quarterly 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.		1.Student attendance- by grade level 2.Teacher attendance- absence by reason code 3.Office Disciplinary Referrals: Incidents and Suspensions 4. Satisfaction surveys for ELT 5.Student academic achievement data including NWEA, AIMSWeb, and NYS 3-8. Data is collected bi-monthly and reviewed with the school, School Chief, and District Leadership.	

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</u>, <u>alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	*Green*	*Expenditures covered under this grant include: A TA to support ELT, a Teacher on Assignment to support ELT implementation and Bilingual Instructional Coaching, Professional Development for all staff (Gomez and Gomez), and materials/supplies for ELT and Bilingual Programming, travel for staff to attend National Bilingual Conferences, and/or visits to bilingual or ELT schools. An amendment will be submitted shortly to use dollars not expended on transportation (by District requirement) to support summer programming for students who will attend the Innovation Greenhouse.*

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 SIF 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
	Period 1- Oct Report 9/2- 10/10/15	Period 2- Jan Report 10/13/14- 1/2/15	Period 3- April Report 1/5/-3/31/15			
Student Attendance	89%	88%	85%	Red	*The school's overall attendance is significantly lower than the District target of 92%. One challenge to low attendance is the transient bilingual student population. Additionally, the school did not have a Parent Liaison who could speak Spanish, and who could reach out to parents via phone or home visits. The school was part of the District's Attendance Blitz, and continues to see consistent attendance albeit lower than expected, with some increases based on efforts in grades 3 and 4.*	*With the additional of the bilingual Parent Liaison, the school will be able to begin attendance efforts from August on. The will continue to work with their "Pencil Partner," the Rochester Business Alliance to analyze attendance data and determine best responses to families and students' individual needs in order to encourage attendance. The school's goal for SY 15-16 is to have all grade levels reach a minimum of 90% attendance consistently.*
Teacher Attendance	93%	95%	92%	Green	*Teacher attendance is as expected. Despite a particularly hard flu season, the school's teacher attendance is consistent high.*	*No changes are expected for SY 15-16*
Office Discipline Referrals	1	7	12	Yellow Green	*Of the 33 suspensions for this school year, 11 are attributable to 1 student (see below). The school has seen a reduction of suspensions overall, an indication of PBIS in action. By the numbers, it appears the school does not have disciplinary issues. However, the school acknowledges that*	*The school will continue to work on classroom behavior and PBIS strategies to improve overall school environment. Their goal is to reduce suspensions by at least 10% in the coming school year.*

				its PBIS program helps to deal with behavioral issues before they become suspendable offenses.	

Name	Incidents
Student 1	1
Student 2	1
Student 3	3
Student 4	1
Student 5	1
Student 6	2
Student 7	1
Student 8	1
Student 9	11
Student 10	1
Student 11	2
Student 12	2
Student 13	1
Student 14	5

| Extended Learning Time | Attendance in ELT mirrors School Attendance, as ELT is embedded as part of the school's daily schedule. | Yellow | *The school feels that implementation of ELT was ~50% effective. This is based on the teacher buy-in (lack of teacher volunteers to provide ELT), and the quality of instruction/enrichment by volunteers and paraprofessionals. It has been identified that quality of ELT will need to be evaluated in an on-going manner in SY 15-16 to ensure higher quality offerings. Additionally, with the time change, more teachers will participate, allowing for higher quality offerings with fewer behavioral issues if teachers work with their own students.* | *ELT Attendance will continue to mirror school attendance, as it will be embedded during the school day.* |

Other Whole-School Redesign Elements	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
Design Framework: Reference pages 4-8 in the RFP TA-15 posted at: http://usny.nysed.gov/rttt/rfp/sif-round3/home.html. Describe the specific features of the framework that have been implemented and the plan to continue with additional features.	*Yellow to Green*	*School #22 is utilizing the Community-Oriented School model to affect School Improvement. They are using a multi-prong approach to provide academics, health, social services, youth and community development*	*School #22 will continue to rely on community partners to support their mission and vision. They will continue to provide a strong core instructional program designed to help all students by offering expanded learning opportunities to enrich the learning environment for students and their families, and provide a full range of health, mental health, and social services to continue to promote children's well-being and remove barriers to learning.*
Lead Partner/Partner Consortium (LP/PC): Describe the specific ways in which the LP/PC has worked with the LEA/school to improve student achievement (i.e.: data review, data analysis, formal meetings, systemic structure, etc.).	*Green*	*The school participated in the National Center for Time and Learning (NCTL) framework. This cycle of planning, implementation, and evaluation have helped the school hone its ELT focus for SY 15-16.*	*NCTL-trained consultants will continue to work with the school to implement its school improvement model. The cycle of planning, implementation, and evaluation will continue to ensure there is outside evaluation of school improvement implementation.*
Sustainability: Describe the embedded innovations (policies, tools, resources) that have proven effective in 2014-2015 and will be maintained in 2015-2016. Also describe how partner expertise has been transferred to school personnel.	*Yellow to Green*	*The school continues to work toward school improvement on a "shoe string." They are supported by additional dollars from the District to provide what has been designed as a sustainable model for improvement and ELT.*	*NCTL has been integral in the planning and implementation of school improvement at School #22. They embrace the NCTL time for staff to plan and use the NCTL evaluations to determine if they are on track. These evaluations are aligned with the school's DTSDE review report in order to write a solid SCEP and plan for cohesive implementation in SY 15-16.*
Evaluation of Partners: Describe your analysis of the effectiveness of both your LP/PC and supporting partners. What does the evidence tell you about their effectiveness?	*Yellow*	*Each partner is evaluated based on* • *Cost effectiveness* • *Quality (including rigor, engagement, student/staff satisfaction, and results)* • *Delivery of services (including timeliness, provision of substitutes, etc.)*	*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.*

		• *Customer Service* • *Rationale for continuing the services (include data to support)?* • *If the service or product is available for free elsewhere? (e.g., Khan Academy, Service Corps of Retired Execs.) No it is not.* • *If the equivalent service or product is available at a lower price? Where did you check?* • *Rationale for discontinuing the services (include data to support)?* *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.*	*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.*