

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

School:	Nathaniel Rochester Community School Number 3	District:	Rochester City School District
BEDS Code:	261600010003	District Contact:	Dr. Ray Giamartino / Kirstin Pryor
Enrollment:	676, as of 5/19/15	SIG Model:	Transformation
Grades Served:	K – 8	Cohort:	4.2

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

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 oversight and guidance specific to curriculum and instruction.

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

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 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**.

		<p>transformation.</p>	<p><i>After working with schools for the past year and a half, we have learned that the level and type of support demanded by each varies widely. The Office of School Innovation along with the Office of the School Chiefs will develop a plan for differentiated support and monitoring of each Priority School which reflects the individual strengths and needs of each school leader. For example, school leaders with experience in grants management and DTSDE reviews, as well as familiarity with central office structures, will be given more autonomy in operation and reporting with monthly reporting and check-in with School Chief and possibly, District Cabinet. (i.e. School 17, Monroe, East EPO). Schools with principals who have a demonstrated track record of instructional leadership but are not as familiar with grant monitoring and central office structures, will continue to receive bi-weekly support from the Office of School Innovation focused specifically on these supports (i.e. School 8, 34, NW College Prep). Stronger joint monitoring and principal support from the school chief and OSI ambassador will follow for other schools on a weekly basis to ensure appropriate alignment with school improvement, fiscal and central office support (i.e., Schools 3, 9, 41, 44, 45, NorthEast College Prep, and Wilson)</i></p> <p><i>We note that with a change in leadership in School Innovation, there may be changes forthcoming. The District will keep the School Turnaround Office abreast of these developments. Every effort to smoothly transition a new Executive Director for the OSI will be made with individual support and</i></p>
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<p>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.</p>	<p>Yellow</p>	<p><i>The District continues to evolve in our ability to support schools in coordinated and coherent ways. As new roles and new personnel are developed, OSI and the School Chiefs engage in ongoing reflection and process improvement about how to support schools in cross-functional ways that balance timely action with deliberate oversight and guidance.</i></p> <p><i>Improvements this year include:</i></p> <ul style="list-style-type: none"> • <i>Regularly established work sessions for the School Chief and School Ambassador to problem-solve and execute key decisions that surface from the visits and from daily work;</i> • <i>The inclusion of School Innovation in the weekly Chiefs’ Meeting; The Office of School Innovation holds bi-weekly SIG budget reviews, as well as bi-weekly staff sessions in which we raise actions required at each Priority school. These are then shared with Chiefs or appropriate leaders.</i> • <i>A widening group of District leaders engaged in the District and school improvement work, made possible by the addition of two new Deputy Superintendents at the beginning of this year.</i> <p><i>We have continued our decision to apply the required bi-monthly Progress Monitoring process as a formative tool, which we use to guide conversations and planning with principals, and with key staff at the building.</i></p>	<p><i>The appropriate structures are largely in place, although there is always room to be more consistent in applying these communication and coordination structures. The most significant improvement we could make in this arena is to further integrate and align the support provided to schools.</i></p> <p><i>The Diagnostic Tool for School and District Effectiveness (DTSDE) review process, and the link to the School Comprehensive Education Plans (SCEP) anchor the work of school improvement. Ensuring that each school has an actionable plan for improvement that integrates its SIG initiatives as well as input from the review and District leadership is the critical first step. Then, continuing to use that tool as a guiding frame for cross-functional supports.</i></p> <p><i>The SIG-related progress monitoring coordinated through School Innovation will continue to be integrated into weekly cross-functional meetings with the Deputy Superintendents, School Chiefs, and Directors of Teaching & Learning, Student Placement, and Specialized Services. The meeting will include problem-solving and action planning regarding outstanding issues at each priority school with specific requests for district support and monitoring. Bi-weekly budget meetings will continue to ensure on-time, aligned, and maximized expenditure of grant funds to support school improvement priorities.</i></p> <p><i>A new level of alignment will include the</i></p>

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.

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,

			<i>beyond Priority schools, a district team is participating in NYSED's DTSDE PLC training to better align instructional supports including curriculum supervision and guidance, professional learning, innovation, and supervision.</i>
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Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>	<i>Light green</i>	<p>NRCS has several funded partners supporting the work this year, a few at the leadership / programmatic quality level as well as two community-based organizations that provide direct service to students.</p> <p>WestEd served as a transformational coach, working primarily with school leadership to set up systems to organize, assess and monitor school change. WestEd's onsite coaching is responsible for creating a regularly meeting implementation team with designated leaders for each area of the work; for the use of Concerns-Based Adoption Model regarding the STEM transformation, and for establishing the Tracker system to help school leaders manage and monitor progress.</p> <p>The Warner Center for Professional Learning at the University of Rochester (U of R) provides content-coaching to math and science teachers, utilizing strategies such as fishbowl lessons as well as individual content-development coaching cycles. The lead has also worked closely to support the coaching vision of the STEM Specialist and Inquiry Teachers,</p>	<p>The instructionally focused content-coaching from Warner Center at U of R will continue as the main partnership in place this year, specifically targeted at supporting the wider implementation of interdisciplinary STEM-based units. A focus on the inquiry and literacy aspects of the FOSS units will provide a common approach K-6.</p> <p>At this point, we are opting not to continue the WestEd coaching services. This difficult decision was made to preserve the levels of STEM and intervention staffing funded through the grant, not because we do not see the value in the work.</p> <p>The level of support from NCTL will step down, recognizing that the school has been implementing several elements of the model for two years. There will still be some degree of support for staff and progress monitoring, although this will not be funded through the SIG.</p> <p>NRCS will continue to contract with providers around enrichment and social-emotional</p>

		<p>building their capacity to work with teachers as the grant contract steps down. The third aspect of their work has focused around building K-6 capacity to plan interdisciplinary STEM-focused units through standards-based backward design. This work has begun with unpacking the exemplar lessons from the FOSS units and supporting teacher teams as they work to implement, modify and write their own units of study.</p> <p>National Center for Time and Learning, while not funded through SIG, has provided the structure of the “7 Essential Elements” in addition to technical assistance and on-going progress monitoring visits as NRCS continues to refine its expanded day programming.</p> <p>The 21st Century Community Learning Center grant funds the Boys and Girls Club to provide enrichment throughout the day, thereby creating more time for teacher collaboration. It also funds the Center for Youth, a provider of social-emotional supports, both preventative and therapeutic.</p> <p>Lastly, NRCS has a rich array of volunteer partners from the community, and the STEM team has been very successful in building substantial in-kind partnerships with colleges, businesses and museums. These partners are already providing substantial contributions of time mentoring Engineering experiences, field studies and summer programming, push-in support for student and staff STEM experiences, and grant writing for future sustainable.</p>	<p>supports; again, these will not be funded through SIG.</p> <p>The STEM Advisory Board will continue to emerge and ideally become a vehicle for infusing the STEM vision and practices into existing partnerships in strategic ways, as well as growing current partnerships. At this point, Roberts Wesleyan College is seeking external grant funding to sustain and expand a classroom based partnership, and we are in discussions with the Rochester Museum and Science Center about what a long-term partnership could mean.</p>
ii. For the key external partners funded through this	<i>Light</i>	This year, the Office of School Innovation has	This embedded and ongoing monitoring of

<p>plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>	<p>green</p>	<p>worked closely with school leadership and the School Chief to monitor each partner’s satisfaction of deliverables, and to make assessments of the relative value of each. This monitoring occurs as part of the regular cycle of progress monitoring, and also at more frequent intervals, based on the timing of the work. For example, the School Ambassador and School Chief conduct unannounced site visits when professional development or coaching work is occurring, and participate in consultancy meetings where services are being reviewed and planned. Additionally, two-four times a year, there are formally scheduled check-ins with the project leads.</p>	<p>partnerships will continue, and the school will also be moving to better integrate the coordination and management of all partnerships.</p> <p>With fewer contractual partnerships to manage, District supports will turn to supporting the school in development of in-kind partnerships with an eye on strategic benefit and sustainability.</p>
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

<p>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:</p>			
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>Yellow</p>	<p>NRCS continued to follow District directives to utilize the NYS CC Modules for this year. Additionally, a cohort of teacher spanning K-6 participated in year-long, structured work with Warner Center and the STEM team to develop standards-based, interdisciplinary inquiry units. This Cohort focused on implementing a FOSS unit with embedded coaching support as they did so, and using the unit as a model of an integrated approach to curriculum design. The work to integrate or at least link the curriculum in different content areas proved more of a challenge in the middle school, and is an area</p>	<p>This year will focus on utilizing the first Cohort of teachers who participated in both FOSS training and unit writing to anchor and expand the work across each grade level K-6. At this point, it is likely that there will be a degree of staff turnover, which may require modification of this roll-out, but the team is already developing solutions to this should it come to fruition. This year, the Modules will remain the core curriculum, but there will be a raised expectation about implementing the full sequence of FOSS units and about incorporating increasing levels of inquiry into</p>

		<p>in which the school would like to build autonomy over time.</p> <p>Professional learning in the summer of 2014, as well as weekly common planning time for grade level teams focused in on delving into the standards and big ideas in each grade level. The regular grade level time focused on STEM also serves to infuse an inquiry approach into lesson planning as well.</p>	<p>planning and instruction.</p> <p>Over time, as teachers continue to deepen their understanding and application of the CCLS, and of inquiry and Science content, NRCS can take steps toward a more interdisciplinary inquiry-based curriculum. The school leaders will want to explore options for curricular autonomy over the future.</p> <p>A specific area of curricular need is to assess and potentially augment the current technology curriculum and offerings in the middle school grades. The STEM Specialist will work with District staff to build alignment with the relevant secondary offerings emerging as part of the Edison redesign.</p>
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>	<p>Light green</p>	<p>Consistent school-wide practice around instruction that reflects the shifts and results in high levels of engagement and achievement is not yet evident, although the school leader sees growth in “pockets” of teachers/grade levels. Perhaps more importantly, the State provided growth scores from the 13-14 SY were effective (16/20) which does provide a measure of instruction.</p> <p>A more faithful implementation of the National Center for Time and Learning elements has resulted in a schoolwide operating plan that provided:</p> <ul style="list-style-type: none"> • A consistent academic focus and common K-8 instructional practice; • Consistent and increased time for professional development and collaborative planning; and 	<p>The school will maintain course on its instructional priorities and on continuing to develop protocols that hone the use of collaborative teacher time. Specifically, the school will focus on developing a system of more frequent common formative assessments, which will provide the springboard to planning more rigorous instruction.</p> <p>The school leadership team will devise and implement a focused walkthrough approach, using regular application of specific elements on the Danielson rubric to anchor the schoolwide approach to improvement.</p> <p>School leadership is also focused on continuing to magnify the visibility of explicit STEM and inquiry activities and lessons, such that these serve as the enactment of the desired target, helping staff to be able to visualize the goal.</p>

- Increased time for targeted intervention for students;

all of which helped to build teacher capacity to teach in ways that incorporate inquiry throughout the content areas.

In accordance with the NCTL model, the school has evolved to identify common instructional priorities of questioning and modeling—these serve to anchor the professional learning, and cut across all content areas. A system for consistent and focused informal classroom walkthroughs to monitor and push these practices has not been implemented with fidelity thus far, and would be productive to strengthen schoolwide practices.

The middle school work to implement Chromebooks as a key medium for learning has driven some of the shifts in the middle school level. For example, students have annotated texts, considered multiple sources, researched and demonstrated knowledge in a variety of ways.

Across the board, the infusion of STEM opportunities such as the STEM Challenge, inquiry lessons and ELT opportunities like design challenges, Lego League and Engineering have created both a boost in student engagement and minds-on learning, but also served to infuse the inquiry approach into most classrooms.

Participation in the “Innovation Greenhouse” summer learning program is another key way to build instructional excellence. This program

		<p>for students doubles as a professional learning opportunity for teachers and magnifies the Chief of Transformation’s work to cultivate and expand strong instructional practices.</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>Light green</p>	<p>The implementation of ELT, under the National Center for Time and Learning’s model, has continued to strengthen this year, but also continues to present challenges, as evidenced by NCTL’s progress monitoring. This year, essential practices such as teacher time to collaboratively plan and use student data, formative assessment, and time for all students to receive differentiated supports are all in place. Enrichment continues to improve as the Expanded Learning Resource Coordinator has been able to incorporate more student voice and more STEM-related activities.</p> <p>Several changes to the schedule in Year 2 maximized time for students and built stronger structures and protocols for teacher collaboration time. The move toward embedding community partner enrichment staff throughout the day enabled an increase in the amount of time devoted to intervention and a reduction in the student:teacher ratio for intervention blocks. The school also provided more, and more structured time for teachers to collaborate in grade level teams, with a built-in focus on curriculum, data and STEM.</p> <p>Productive use of ELT time in grades 7 and 8 remains a challenge. A district-sponsored pilot of an online intervention, Language Live, has not been well-implemented, nor are early results promising. Engaging enrichment that also contributes to social-emotional developmental wellbeing is a need, and one</p>	<p>Here again, the main plan for next year is to continue on the established pathway, continuously modifying in response to student need and emerging resources and opportunities. Expected areas of work include:</p> <ul style="list-style-type: none"> • Building more integrated and targeted academic supports that will set students up for success in accelerated coursework in 8th grade; • Increasing and improving the offerings and interventions aimed at social-emotional development; • Continuing to refine intervention, as grade levels build their use of more frequent formative assessments; • Continue to foster and expand opportunities for STEM to be infused into enrichment, through more time spent in inquiry / project-based learning, as well as in design challenges, engineering experiences, Lego League and Invention Convention. Exploring options to introduce coding and computer-based enrichments as well. • Building a more systematic approach to overall assessment, tracking and matching of students to supports. <p>Developing a robust and sustainable approach to STEM-related break and summer programs is also an emerging focus. Currently, a college</p>

		<p>that the school continues to work toward. On the positive side, the number of students participating in STEM-based enrichments such as building a solar car and other engineering design challenges has increased.</p> <p>In order for the expanded time to be utilized effectively, systems to schedule students into appropriate supports need to be developed. This year demonstrated improvement in the scheduling of students into intervention groups, based on NWEA and Fountas & Pinnell data. This year has also seen the re-establishment of a regularly meeting Student Support Team, which has begun to help with the decision-making process about differentiated supports during expanded time.</p>	<p>partnership is emerging as a key provider.</p>
<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry</u> (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 <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p>(Please see below for additional required information)*</p>	<p>Light green</p>	<p>In the 13-14 School Year, there was no common planning time and no schoolwide assessment in use. In light of that starting point, and given the fact that the instructional coach left the school in early fall and another teacher assumed her work, there are promising practices emerging in the use of data. In fact, this was an area in which the NCTL progress monitoring noted improvement, especially in the establishment of protocols and regular collaboration schedules, and in the frequency of assessment and timely response to the data.</p> <p>NRCS reframed its required administration of the fall-winter-spring NWEA assessment as a “college and career readiness check” and has worked diligently with staff to display and analyze the data generated. Both full staff release time and grade level team time have</p>	<p>As noted, the work for next year is to build on the structures and routines established this year. Analysis and application of the NWEA data will deepen.</p> <p>The push for next year will be to capitalize on the weekly facilitated grade level time to become more focused on launching a cycle of common formative assessments that are standards-based and teacher created. This work will require a good deal of facilitation and support to launch in all grade levels, but the routines established this year should provide a strong foundation.</p>

		<p>been devoted to working to understand the data, and to target interventions accordingly.</p> <p>However, the practice of collaborative work to create common formative assessments, look at student work together and modify instruction accordingly has not yet taken root.</p>	
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>	<p>Yellow</p>	<p>The school made inroads toward establishing a framework and system to ensure that all students have their needs met, although there are still critical needs in this area.</p> <p>Progress included:</p> <ul style="list-style-type: none"> • the re-constitution and functioning of a Student Support Team, which is now meeting regularly and developing plans of student support; • mid-year adjustments to programming in order to increase the preventative education / social-emotional supports available to students; • Stronger cycle of analyzing and responding to academic data to assign interventions; • More schoolwide celebrations of learning; <p>Despite these improvements, the school does not yet have a well-developed universal approach, nor a fully functional Response to Intervention process in place.</p>	<p>The need to clearly define schoolwide expectations, and an associated universal approach to promoting those expectations and teaching students to meet them, remains. This work may unfold as part of a District-led professional learning community around restorative approaches. At this point, the plan is for NRCS to participate in this work, learning both about the 80% positive, community building focus and the skills necessary to run the 20% repairing of wrongdoing aspect. If NRCS can explicitly address the positive side of the equation, it will be able to shift out of reactive mode.</p> <p>A foundational area of improvement will be to strengthen the systems to match students to appropriate interventions and supports. The SIG-funded counselor will continue to work toward a universal screening tool that would help identify specific strengths and need in individual students and would also reveal patterns of need for schoolwide supports. Developing a tracking tool so that it is clear how students progress through levels of intervention and which interventions are having effect is a need as well.</p> <p>The school leader has identified a corresponding need to better equip teachers with tools they need to address the first rung</p>

			<p>of social-emotional support within the classroom. The team is currently developing the social-emotional focus into the professional learning plan for the remainder of this year, summer and next year. This will allow continued work on Therapeutic Crisis Intervention, as well as more direct training for grade levels with a District behavior specialist. Responding more proactively to the needs that emerged this year will help the school focus efforts in more productive ways, creating a more conducive environment overall, and targeting support staff on the most chronic and severe students.</p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>Orange</p>	<p>NRCS did start the year with a renewed focus on consistent expectations and SWPBS, and also worked to revamp the social-emotional supports available to students, building some into ELT and working with community providers to offer further targeted supports.</p> <p>Climate on the whole, however, has been a struggle this year as the school worked to respond to student misbehaviors and incidents of violent behavior, largely concentrated in a small number of student, and largely concentrated in the 6-8 grades. As a result, the behavior interventionist and administrators have largely stayed in reactive mode, which has detracted from instructional leadership.</p> <p>Behavior in the upper grades was particularly problematic and will require a reset at the beginning of next year.</p>	<p>In addition to continued refinement and expansion of the SEL supports embedded in expanded day; key areas of work planned for next year include:</p> <ul style="list-style-type: none"> • Establishing and following through on basic behavioral expectations and protocols and procedures for students and staff, especially in the middle school. • Intentionally increasing staff's toolkit as to how to support social-emotional developmental health within classrooms. Currently just began basic training on TCI and management with a functional-behavior specialist; these will continue. • Working to explore restorative practices, which as an approach is aligned to the school leader's vision and also to the needs of a K-8 building. Work to fully understand the approach, train staff and support the

		<p>implementation is being suggested and supported by the District. As the full plan is developed, NRCS will be participating in this work, and done well, it will meet the school's need for a universal proactive approach to student behavior and school climate.</p> <ul style="list-style-type: none">• Responding to the chronic misbehavior with a systematic triage approach by establishing, "The Nest" and associated protocols for access and operation. The intent is for the Nest to function as a triage space that operates in a restorative way and provides a systematic approach to chronic and visible misbehavior. This model was shared from Northwest, and the SIG-funded behavior interventionist is working with Northwest to adopt and adapt successful practices and protocols. The goal is that The Nest function as a place where students build habits of reflection and ideas for how to "re-enter" class, as well as a place that reduces the constant flow of calls for administrators to remove or corral students. A well-run Nest will also allow tracking of the students, the teachers involved and the types of needs presenting; link the student to other resources which will be deployed later; and critically, send the student back to class as soon as possible (either that period or the next, depending upon the infraction). If successfully implemented, this can function as a part of the system of
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			supports as well as building a more stable climate overall.
<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>The school used a variety of methods to communicate with families—backpacks, robo-calls, events, performances, and conferences. Additionally, there are leadership roles on School-based Planning Team. While the school has a large number of parents who are in and out of the school on any given day, it continues to face challenges in engaging parents around academic or learning-related events.</p> <p>Two areas of observed strength:</p> <ol style="list-style-type: none"> 1. A more coordinated and focused approach to parental outreach and follow-through resulted in decreasing the number of primary students who are chronically absent. This work was done in the context of a District-wide approach to monthly Truancy blitzes and tracking. 2. After launching the STEM Parent Academy to good feedback but low participation, the STEM Specialist continued to modify the times of the offering and recently succeeded in an event that drew 80 participants, inclusive of some staff. The STEM-focused series not only increases parental awareness but also models easy activities that can be done at home, as well as the type of questioning and reasoning required by STEM approach. Focusing on parents of primary students is a long-range strategy to build this capacity at home as well. 	<p>The work to engage families in understanding STEM education, and how to foster it at home will be a continued area of focus. In fact, currently we are developing targeted outreach to incoming Kindergarteners and 7th graders, welcoming them to their new school with a STEM-focused package including thematic book, and intriguing activities.</p> <p>Building the expectation for more proactive systems of communication with families is a continued need. Simple organizational and communication improvements such as laying out the calendar of STEM-related family events for the year, will help.</p> <p>Working with office staff and the parent liaison, as well as the fledgling Parent Teacher Organization to promote STEM in visible and frequent ways will also capitalize on families' role in the transformation.</p> <p>Lastly, as the school builds a more robust system of formative assessment, opportunities to communicate with families about academic progress will also increase.</p> <p>Currently, the parental satisfaction is not regularly assessed in a uniform way; the District is exploring options for surveys next year.</p>
<p>* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.</p>			

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.	Light Green	<p>There have been several main aspects of professional learning this year:</p> <ol style="list-style-type: none"> 1. STEM-focused, aimed at building teacher content knowledge and comfort (level of use) with STEM-activities and concepts; teacher ability to plan inter-disciplinary STEM/inquiry focused units; and at increasing exposure to STEM experiences for students. This work has multiple strands including content-focused coaching with Warner Center, push-in and grade level support from in-house STEM Inquiry staff, the Understanding by Design unit planning work and implementation of the FOSS unit. 2. Embedded, weekly teacher collaboration time focused primarily on standards and the use of assessment data to group and intervene with students. This time also allowed the coach and STEM specialist to model and share strategies pertaining to the instructional priorities of higher order questioning and modeling. The quarterly full-staff release time also supported the work to grow the use of data within the school. 3. An emerging and adaptive focus on meeting students social-emotional needs, such that recent professional learning has focused on supporting grade level teams with coaching from a behavior specialist, as well as a full staff 	<p>The professional learning plan for the school will remain focused on the themes outlined to the left, with sequenced next steps in each area. The team is working now to prioritize these needs and develop associated plans.</p> <p>In addition, while many of the schools are working to implement Restorative Practices, the District as a whole is also launching parallel work. We are building a context in which these schools can become leaders at the same time they are more deeply supported as they do this work. This professional learning community approach offers three key benefits: 1) It supports school teams in problem solving; 2) It builds sustainability because it better aligns District and school improvement; and 3) It improves implementation at both levels because it integrates the school and district perspectives.</p>

		training on Therapeutic Crisis Intervention. This need is also being addressed by work to make enrichment offerings more engaging.	
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.	<i>Light Green</i>	<p>The professional learning opportunities this year have been job-embedded and have had immediately observable impact on adult practice at the school level. For example, the STEM work to unpack the FOSS units and create additional standards-based units has resulted in each grade level teaching at least one of these units in the second semester. The weekly team PD on inquiry as well as the STEM Challenges have equipped teachers to teach “STEM” and we see impact in the levels of use and participation in activities as well.</p> <p>The application of the embedded data team meetings supporting the analysis and use of NWEA and progress monitoring data is also evident in classroom displays, grouping of students for intervention, and to a lesser degree in the growth achieved from fall to winter. These practices are also assessed as part of the NCTL Progress Monitoring tool, which highlights this as a specific area of improved practice at NRCS this year.</p>	<p>The impact of professional learning must be on changed classroom practices and ultimately on student achievement or other outcomes. As the embedded professional learning and collaboration continues, the focus need to be more tightly linked to classroom walkthrough tools that leadership team will regularly conduct. This would help both to set the expectation of application and gauge the success. Growth on formative assessments is also a way to assess the effectiveness.</p> <p>The STEM team will work to set grade level goals for the levels of use of STEM practices, setting appropriate targets after this year’s assessment is complete. The use of the Concerns-Based Adoption Model will help to hold all staff accountable for changing practices.</p>

Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
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	<i>Light Green</i>	Goal 1: Building STEM magnet program. Year two has significantly expanded the range, frequency and quality of STEM experiences offered to students, and has built teacher	Note, the visible “wins” listed below also help outline the work that will be done this year. Goal 1

<p>of the original SIG application.</p>		<p>capacity in content and curriculum. It has built partnerships that both help support the transformation, and also bring potential to raise the profile, which will support making NRCS a school of choice. The work to create an articulation of sequenced courses in the middle school that align to career pathways is not yet occurring, but will be better positioned in Year 3-5, especially in the context of the overhaul of District offerings which NRCS should feed into.</p> <p>Goal 2: Implement Expanded Day model to enhance STEM and IT offerings</p> <p>Year Two saw NRCS implement the NCTL-approved ELT model and begin to incorporate more STEM offerings into enrichment. It also provided more teacher collaboration time devoted to professional learning on STEM and inquiry content. Partnerships such as the schoolwide museum experiences and industry mentors have been built to expand offerings for students.</p> <p>Goal 3: Enhance instructional quality</p> <p>Year Two work toward this goal is also on track as structures have been built for both embedded and summer PD on standards and inquiry, as well as on the use of data. The increased targeting of academic intervention is also on-track.</p> <p>See the section below, which provides more specificity of the implementation of key strategies.</p>	<p>Summer of 2015 will focus on outreach to incoming families and creation of a year-long calendar of STEM events. It will also allow the NRCS team to further map out the STEM timeline for the next 3-5 years, including sequenced steps to offer accelerated courses in 8th grade, a professional learning plan, and established Levels of Use targets and other critical milestones.</p> <p>Goal 2</p> <p>Spring and summer, work with partners and staffing to secure appropriate interventions and enrichment providers. Utilize summer to develop high-interest, STEM-based enrichments. Work with Instructional and/or data coach and school leader to plan targeted teacher development time.</p> <p>Goal 3</p> <p>In summer, teachers participate in Innovation Greenhouse summer programming and professional learning experience. Summer is also used to map out professional learning plan around instructional priorities. Weekly work with teachers begins in the fall and continues through the year, linked to regular walkthroughs.</p>
<p>ii. Identify the early/significant wins for the current</p>	<p>Yellow</p>	<p>1. STEM</p>	<p>Overall School</p>

<p>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>		<ul style="list-style-type: none"> a. Increased frequency and scope of STEM experiences for students, including placing/winning awards in regional Engineering, Invention and Design competitions; b. Continued development of standards-based inquiry-themed curricula c. Continued building of staff capacity in inquiry and in STEM content, including both core and special subject teachers; d. Increasing outreach to families of existing and incoming students, raising the profile of the STEM signature; e. Roll out Chromebooks in middle school, support teachers with professional learning; f. Cultivate business, collegiate and museum partnerships to support STEM in sustainable ways; g. Increase the integration of STEM into ELT offerings; <p>2. NCLT-supported ELT</p> <ul style="list-style-type: none"> a. Implemented 300 additional hours to deliver increasingly differentiated academic supports; b. Integrated STEM and project-based activities into ELT; c. Developed protocols to utilize common planning time and weekly data meetings; <p>3. Instruction and Literacy</p> <ul style="list-style-type: none"> a. Focused PD on inquiry, questioning and on use of data for instruction and intervention; b. Development of standards-based interdisciplinary units of study, focused on STEM-content; c. Refinement of deployment of 	<ul style="list-style-type: none"> a. Increase the Levels of Use in each grade level regarding STEM-specific practices; b. Increase the number of students/teachers participating in STEM-related clubs, enrichments and monthly STEM Challenges. c. Develop an articulation of STEM programming in the Upper School (Grades 7&8). d. Increase the number and quality of STEM-based interdisciplinary units taught (e.g., FOSS, teacher-designed) e. Increase performance on the 4th grade NYS Science exam; f. Establish common formative assessment cycles in each grade level; g. Shrink the gap to national norm on Fall-Spring NWEA in all grade levels. h. Institute “The Nest” as a systematic and restorative approach to key misbehaviors i. Establish and maintain clearer behavioral expectations for staff and students, such that disciplinary incidents are decreased. j. Participate/learn about restorative practices and determine the future course of action for implementation.
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		intervention teachers and supports.	
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.	Yellow	<p>The Year2 summary of the leading indicators from each progress monitoring cycle is included in the relevant section below.</p> <p>School Ambassadors work in conjunction with principals/various school leaders and central analysts to collect and analyze the data. The data complements the ongoing discussions and collection of artifacts from the school to both demonstrate and push progress. These reports then trigger Cabinet-level discussion of key barriers and successes.</p>	<p>In addition to the leading indicators outlined by the progress monitoring format, the school leader, Chief and Ambassador will continue to consider real-time artifacts such as:</p> <ol style="list-style-type: none"> 1. Minutes and participation from grade level teams focused on formative assessment; 2. Progress monitoring assessments from reading intervention teachers; 3. Attendance at parent events; 4. Reduction in chronically absent students; 5. Behaviors in the 7th and 8th grades

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		We have managed these funds wisely, redeploying the funds created by staff vacancies proactively. Increased intervention supports, both academic and in the social-emotional arena, project-based interdisciplinary curriculum such as FOSS, and technology to support intervention and engagement in primary grades have been key purchases. The funded partnership have all been on-track for deliverables and summer work is currently being planned. At this point, we do not anticipate significant unspent funds.
Additionally, <u>under separate attachment</u> , the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.

Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	88.2%	91%	90.8%	91.4%		<i>School has seen reduction in chronic absences in primary grades, and is just under the target.</i>	<i>Build on successful establishment of the Student Support Team, continue to focus on reducing chronic absence. Social-emotional supports and more consistent behavioral supports will reduce suspensions and increase attendance.</i>
Teacher Attendance	93.9%	93.3%	91.9%	89.1%		<i>While trending down through the year, this is still on track to hit the target. Specific personnel issues have contributed to the recent decline.</i>	<i>Continue to use summer to build staff morale and commitment to NRCS.</i>
Office Discipline Referrals	17	73	18	15		<i>These numbers are symptomatic of the school's challenge in providing universal strong systems and proactive supports to address the level and volume of need, particularly focused in the upper school. The school on pace to exceed the target set for the year.</i>	<i>Build more systematic approach to universal social-emotional supports, as well as increase the systems to provide interventions. Re-establish behavioral expectations and work with incoming 7th graders to establish sense of NRCS culture.</i>
Extended Learning Time	Embedded, not reported separately from ADA.					<i>The day is expanded for all students.</i>	<i>Continuous improvement, outlined above in relevant sections.</i>