

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

<b>School:</b>	<b>Northwest College Preparatory</b>	<b>District:</b>	<b>Rochester CSD</b>
<b>BEDS Code:</b>	261600010089	<b>District Contact:</b>	Amy Schiavi / Kirstin Pryor
<b>Enrollment:</b>	276, as of 5/20/15	<b>SIG Model:</b>	Transformation
<b>Grades Served:</b>	7-8	<b>Cohort:</b>	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.

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

<b>District Accountability and Support</b> (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
I. 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.	<b>Light Green</b>	<i>At the beginning of the year, districtwide turnaround efforts were directed and coordinated from the Office of School Innovation (OSI), led by the <b>Executive Director of School Innovation</b>. The cross-functional nature of this work has been elevated and done in conjunction with the <b>Deputy Superintendents for Teaching &amp; Learning and for Administration</b>. As the year progressed, structures such as Chiefs' Meeting and Cabinet reporting were utilized to keep the turnaround work front and center for a wider group of district leaders. Our work to build capacity around the <b>Diagnostic Tool for School and District Effectiveness</b> has also resulted in a wider understanding of effective practice and the</i>	<i>The general structures outlined in 14-15 SY are anticipated to continue, although our experience to date reveals two emerging needs: 1) to build <b>communities of practice</b> around key reform work; and 2) to <b>differentiate district supports</b> to these schools more flexibly.  Additional consideration must be given <b>district support for Priority Schools</b> and the new expectations of <b>Receivership</b>. The timeline for school improvement in priority schools and the <b>differentiation of district support (both human and fiscal)</b> to its most needy schools must be revisited. District leaders must define a clear vision of what constitutes a good</i>

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 transformation.

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**.

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

			<p>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)</p> <p>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.</p>
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <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</p>	<p><b>Yellow</b></p>	<p>The District continues to evolve in our ability to support schools in coordinated and coherent ways. As new roles and new personnel are developed, OSI and the School Chiefs engage in ongoing reflection and process improvement about how to support schools in cross-functional ways that balance timely action with deliberate oversight and guidance.</p> <p>Improvements this year include:</p> <ul style="list-style-type: none"> <li>• Regularly established work sessions for the School Chief and School Ambassador to problem-solve and execute key decisions that surface from the visits and from daily work;</li> <li>• The inclusion of School Innovation in the weekly Chiefs' Meeting; The Office of School Innovation holds bi-weekly SIG budget reviews, as well as bi-weekly staff sessions in which we raise actions required at</li> </ul>	<p>The appropriate structures are largely in place, although there is always room to be more consistent in applying these communication and coordination structures. The most significant improvement we could make in this arena is to further integrate and align the support provided to schools.</p> <p>The <b>Diagnostic Tool for School and District Effectiveness (DTSDE)</b> review process, and the link to the <b>School Comprehensive Education Plans (SCEP)</b> anchor the work of school improvement. Ensuring that each school has an actionable plan for improvement that integrates its SIG initiatives as well as input from the review and District leadership is the critical first step. Then, continuing to use that tool as a guiding frame for cross-functional supports.</p> <p>The SIG-related progress monitoring coordinated through <b>School Innovation</b> will continue to be integrated into weekly</p>

<p>between district personnel, school leadership and identified external partner organizations.</p>		<p><i>each Priority school. These are then shared with Chiefs or appropriate leaders.</i></p> <ul style="list-style-type: none"> <li><i>A widening group of District leaders engaged in the District and school improvement work, made possibly by the addition of two new Deputy Superintendents at the beginning of this year.</i></li> </ul> <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. The School Ambassadors work regularly with school teams, which enables these reports to be deeply informed by the daily work. The emerging actions from those reviews are outlined in reports submitted to date. Where possible, since the 2<sup>nd</sup> cycle, the formal reviews have included the School Chiefs as well. Then the written report always generates a high-level review and discussion including the Deputies and Superintendent.</i></p>	<p><i>cross-functional meetings with the <b>Deputy Superintendents, School Chiefs, and Directors of Teaching &amp; Learning, Student Placement, and Specialized Services.</b> The meeting will include problem-solving and action planning regarding outstanding issues at each priority school with specific requests for district support and monitoring. <b>Bi-weekly budget meetings</b> will continue to ensure on-time, aligned, and maximized expenditure of grant funds to support school improvement priorities.</i></p> <p><i>A new level of alignment will include the engagement of the <b>School Based Planning Team (SBPT)</b> at each building to include SIG updates on each monthly agenda. This will ensure that SIG plans are held as a priority and an agreed upon sense of urgency can be established. This will be essential given the receivership timeline for continuation. Key decisions regarding community engagement, staffing, and budgeting will be required by midyear.</i></p> <p><i>School Chiefs and the Office of School Innovation will utilize a differentiated support schedule to engage school principals in <b>individual check-in sessions</b> on a weekly, bi-weekly, and/or monthly basis dependent on the level of monitoring agreed upon with District Cabinet (as outlined above). <b>Monthly school visits</b> by the School Chief will include review of <b>data points</b> aligned with SIG and SCEP goals. <b>Monthly Data Dives</b> will be jointly conducted with the School Chief and School Innovation, based on updated data will be provided by the <b>Office of Accountability.</b></i></p> <p><i>District Cabinet/Team Meetings will include a <b>bi-monthly written update</b> for each Priority School as well as recommendations for District Executive Cabinet consideration in preparation for continued flexibilities under receivership and the impact on the overall district support structure. <b>Bi-Monthly SIG Progress Reports</b> are reviewed individually with the <b>Superintendent and Deputy</b></i></p>
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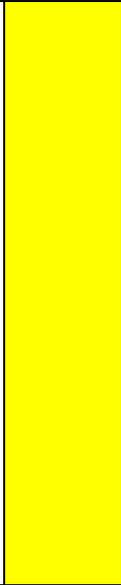
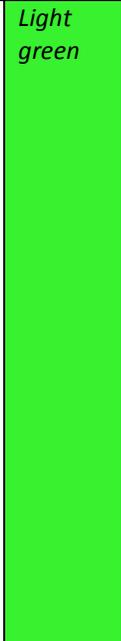
<b>Partnerships</b> (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>	<p><i>Light green</i></p>	<p>In this year of new school leadership, the focus was on stabilizing, assessing and establishing a vision and productive climate on the Douglass campus. Part of this entailed curtailing the number of community partners involved in delivery of expanded learning time. As a results, the key SIG-funded partners included:</p> <p><b>Encompass Resources for Learning (Encompass)</b> primarily served students in grades 9-12. The service delivery model was two-pronged, placing co-teachers in several core courses to enable push-in interventions, and also staffing an additional support room where more individual tutoring was available.</p> <p>Additionally, Encompass provided a small degree of consultancy, aimed at data-driven curriculum design for the summer institutes.</p> <p><b>M.K. Gandhi Center</b> has been a primary partner supporting the school in providing all 7<sup>th</sup> graders with an ELT enrichment that complements the emerging restorative approach. The</p>	<p>This year will continue to reduce the reliance on external service providers to provide additional opportunity for Douglass students. This is in part because the District and school are moving to staff the longer day with a more robust selection of engaging electives, and in part because the school leaders are working in targeted ways to build staff capacity.</p> <p>Encompass will remain on campus in some fashion, delivering services to students particularly in the area of Regents preparation, although we plan to discontinue to co-teaching model.</p> <p>M.K. Gandhi Center will also remain in its role as provider of non-violence class for 7th graders, although it is likely to become one of a series of 10-week rotations, as opposed to a semester-long offering. The Center will also remain as a community partner helping to build youth development experiences as the school, as they currently do through their Non-violence Club in the High School.</p>

		course focuses on peaceful conflict resolution and engages students in project-based explorations of non-violent communication.	Now that the critical first year is coming to a close, the school leader has a clearer vision for the school and a better sense of what the needs and available resources are; these will position her to build strategic partnerships for the future.
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>	<i>Light green</i>	This year, the Office of School Innovation has worked closely with school leadership 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 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.	The Office of School Innovation will continue to support the school leadership in all stages of partner selection and contracting, as well as in monitoring progress and adjusting where necessary. Substantial academic service providers such as Encompass provide mid-year analysis and reporting of the results achieved with students enrolled. Enrichment-focused partners are assessed based on satisfaction of the deliverables, as well as on school leader and student satisfaction with staffing and the classroom experience.

\* 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.

<b>Educational Plan</b> (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.	<i>Yellow</i>	<p>The school leader has spent this year assessing the current state of the curriculum in grades 7 and 8, and making inroads into building teacher capacity and willingness to engage deeply in the work of curriculum planning.</p> <p>The initial area of focus was in the intervention curriculums of Ramp-Up and On-Ramp, in which almost all students were required to participate. A small team of teachers began working with the school leader and instructional coaches to use item analysis from the NYS assessments and from NWEA to make more intentional decisions about what was being taught during those courses.</p>	<p>Building on the emerging practices from this year, Northwest at Douglass will continue the focus on providing teachers with the time and support to write CCLS standards-based curriculum and lesson plans that reflect the required shifts and meet student need. This work is designed in a way that deepens teacher application of the standards and of data-driven instruction, thereby resulting in a more adaptive curriculum. Continuing the practice and widening the participants to other departments this year will allow the school to begin to systematize the results.</p> <p>A strategic approach to curriculum design, which includes deep and sustained work with teachers to understand the</p>

		<p>This same type of work to support teachers in mapping out units and lessons in the context of becoming more familiar with the standards, using student data, and modifying the required Engage NY Common Core Modules in both English Language Arts and in Math has been underway this year.</p>	<p>standards, think about how standards would be assessed and make intentional decisions about instruction based on meeting specific students' demonstrated needs, is emerging as one of the primary strategies for instructional improvement at Douglass. This work will proceed for academic curriculum and for the social-emotional program. The beauty of this approach is that it enables teacher teams to work closely with instructional leadership, providing a meaningful contextualized experience. The school leader will be leading much of the first phase of this work this summer, inviting teachers to participate. The "aha" moments this work has already generated with teachers confirms that this is a productive pathway to pursue.</p> <p>The Rochester City School District has adopted the Engage NY Common Core Modules; during the 15-16 School Year, the District will work to integrate elements of Project CRISS as a framework for strengthening the middle school curriculum and student engagement. While this approach will seek to build capacity to teach literacy across the content areas, it will focus first on strengthening the ELA curriculum and pedagogy through an adoption of research-based Tier I instructional practices.</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</p>	<p><i>Yellow</i></p>	<p>School-wide practices are not yet at the level of effectiveness required to dramatically improve student engagement and achievement; however the work to meaningfully improve planning and instruction is underway. School leaders have chosen a strategy of embedded professional learning, always done in the context of the daily work. Key aspects of this work to raise and norm instructional practices include:</p> <ul style="list-style-type: none"> <li>• Creating consistent and substantial time for teacher teams (paired strategically and within content areas) to work with an instructional coach to prioritize CC Learning Standards, work with student data and apply both to the work of planning lessons and modifying curriculum. This work has also created opportunities for the coaches to work with</li> </ul>	<p>Both the required relationships and the habits of facilitated, productive teacher collaboration have been built this year, which positions this work well for the 15-16SY.</p> <p>The key strategies to accelerate the work of improving school wide instructional practices will remain the same as outlined to the left and explained in the strategic approach to curriculum development above, although the work will be deepened and widened, particularly in terms of engaging the 9-12 staff if the complementary SIG is funded. The critical features of this work are that it starts as an invitation to teachers to engage in side-by-side work to examine the CCLS and shifts, which leads to applied conversations about the best way to lead the particular students in your class to the discrete learning targets, which ultimately leads to</p>

<p>iii below.).</p>		<p>teachers. Approximately half of the Northwest ELA and Math staff has participated in these working sessions this year, and the principal is seeing observable difference in teacher understanding and mindset evidenced in APPR conversations.</p> <ul style="list-style-type: none"> <li>• Deep work with the Danielson rubric, evidenced by a well-attended collegial learning experience (20 weeks) and a simultaneous District-supported experience for the administrative team.</li> <li>• Instructional coaches have focused on building teacher collaboration around formative assessment and differentiation in math, and on infusing literacy strategies into the content areas.</li> </ul>	<p>planning of tiered instruction and embedded assessments.</p> <p>Northwest will also work to improve school wide instructional shifts by a building focus on Domain 2 of Danielson and more uniformly creating the supportive learning environment for all students. This will be fleshed out more fully in the relevant sections below.</p> <p>The summer administrative retreat, currently being planned by school leaders, will provide another avenue to increase the momentum around instructional improvement. The time, in part, will be used to norm expectations and to build a more rigorous and uniform approach to using the Danielson rubric for improvement. Furthermore, the school principal will personally supervise all ELA and Math teachers, in order to encourage and monitor the year-long professional learning.</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><i>Light green</i></p> 	<p>This year marked a reduction in total additional time for all students, as each day was extended by one 45-minute period as opposed to the 2 additional periods the year prior. This enabled the school to reduce its reliance on community partners and weave more of the ELT into the school day, both of which have contributed positively to the stabilized climate. Relative to the mass exodus of students during the high school ELT courses last year, there has been substantial improvement.</p> <p>The school continues to get better at using the additional time flexibly to meet student need, creating alternative settings and the Bridge program, both of which seek to offer the most at-risk students more instructional hours than they would otherwise receive. The availability and flexibility of SIG-funded staff have been absolutely instrumental in the school's ability to offer this supportive, structured and transitional option to a small number of students whose immediate needs preclude them from attending and succeeding in the classroom, or who chronically disrupt</p>	<p>School leaders will continue to adapt the schedule, inclusive of an additional 200 hours for all students. Their intent is to continue to path started to seamlessly integrate the time into the school day, so that it becomes “just” another resource they use to address emerging student needs in as individualized ways as possible. Thus, they will continue to:</p> <ul style="list-style-type: none"> <li>• Increase electives such as chorus, band and the arts that engage students and help them accrue credits;</li> <li>• Create structured support blocks within the school day for students who require additional support to manage class and home work;</li> <li>• Offer creative opportunities such as the Algebra Institutes during testing and break weeks, that allow students to recoup lost instructional time and complete assignments;</li> <li>• Design effective curriculum, scheduling, and staffing for academic interventions and summer programming;</li> <li>• Explore a rotating series of enrichments at the</li> </ul>

		<p>learning for others. Developing this setting and the associated protocols has also modeled the type of individualized supports the school leaders are working to build in a systematic way over the longer haul.</p> <p>At Northwest, teacher teams have been working with the instructional coach and the school leader to adapt the use of the intervention time, strengthening the curriculum and the ability to schedule students more responsively and flexibly.</p>	<p>middle school level that meet student interest, promote the Panther Way and can be offered in sustainable ways;</p> <ul style="list-style-type: none"> <li>• Explore school design options that would incorporate personalization structures such as advisory.</li> </ul> <p>Please note that integrating the additional time into the school year in this way reduces the staffing costs associated with both additional pay for teachers and to external services providers.</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><i>(Please see below for additional required information)*</i></p>	<p><i>Yellow</i></p>	<p>Instructional coaches supported teachers in using the NWEA assessment data, first in fall, then in winter. The academic growth data provided as an attachment does show that the gap to national norm decreased from Fall to Winter, in both grades and in both ELA and Math. Noting that the bulk of students are very far behind, this will not translate to visible increases in proficiency, but does show solid growth as a result of the work begun.</p> <p>As noted above, targeted pair of teachers were provided more time and support in applying that student performance data to standards-based planning. This structure is building capacity to plan and deliver targeted instruction.</p> <p>Common planning time also enabled the collaborative time to look at more formative student assessments, although this work is just beginning as a natural outgrowth of the co-planning mentioned above. Among Algebra I teachers, the coach has been successful in building a sustained habit of the team identifying key standards and skills, working collaboratively to select/develop the daily assessment and then talking holistically about “how students did.” They are not yet fully applying a robust cycle of common formative assessments, but a strong foundation has been set and maintained this year.</p>	<p>For teachers, the consistent use of the NWEA assessment and increasing understanding of the data it provides, as well as of the item analysis and performance level indicators from NYS exams, will continue to be work supported by the instructional coach. Within department teams, conversations about student work will occur, although common formatives are not yet a routinized structure. Moreover, the application of the student data to planning of instruction will be a critical element of the work outlined previously.</p> <p>On a larger scale, building systems and habits of routine and holistic examination of student data to make decisions about individualized supports is a hallmark of the school’s emerging vision. The SIG-funded counselor and the Teacher-on-assignment charged with coordinating student supports will both help organize and model this routine work to use the data that exists to be responsive to student need in timely ways.</p>
<p>v. Describe the school-wide framework for providing academic,</p>	<p><i>Light green</i></p>	<p>This year has required the school leader to make quick assessments of where the systems were broken, and then to identify the most productive entry points to address the</p>	<p>As noted above, the strategic use of these two SIG-funded positions and a redeployment of the counseling staff will enable the school to create the systems necessary to</p>

<p>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>intensity and volume of student need. What has kept these from being purely reactive “band-aids” is that they are all grounded in a strong foundational belief in restorative approaches, asserting that the relationships between members of the school community must be intentionally nurtured and that the systems to foster these practices and to address individual needs must be built and operationalized.</p> <p>This premise grounded the work to reshape the universal community building work around the Panther Way (which includes aspects of PBIS, ELT enrichment and more general aspects of school climate like creating varied opportunities for student sports, clubs and school spirit events). It also grounded the work to re-norm the protocols and habits used in the Student Support Team, as well as the development of new Tier 2-3 interventions / supports.</p> <p>The creation of the Panther Help Zone best illustrates the strategic work to build a systemic response to student need. In the beginning of the year, both instruction and school climate were severely hampered by too many students in the hallways, not attending classes. Students were continuously referred to administrators, who spent inordinate amounts of time putting out these fires. There was no effective process to contain students, to resolve whatever issue caused them to be in the hallway, and to create a productive pathway back to class for the rest of the day.</p> <p>Sorting this observed problematic behavior into a few common scenarios revealed several large “buckets”: 1) students who were being thrown out of class; 2) students who chose to leave class for whatever reason; 3) students who had an immediate need to talk to an adult that prevented them from engaging in class; and 4) students with substantial and chronic social-emotional needs. Each of these demanded a different response, and the school needed a systematic approach to delivery.</p>	<p>coordinate increasingly personalized supports for students. Instead of simply reducing the caseload of counselors, the additional position will be utilized to run Student Support Team and then to provide additional support to the 9<sup>th</sup> grade counselor, to build the culture of strong, proactive, individualized support from counseling staff.</p> <p>The continued refinement and operationalization of structures such as the Panther Help Zone and the Student Support Team will remain major areas of work, building on accomplishments from this year.</p> <p>So too will the work to provide alternative settings and the Bridge program that supports students in transitioning from suspension, chronic absence and a variety of other situations that demand a more specialized level of both academic and social-emotional supports. If funded through the Northeast SIG application, this work would become the basis for an inquiry and design process around individualization and alternative education with Big Picture Learning.</p> <p>Now that the structures have been developed, the bulk of the work in the 15-16 SY will be to build effective tracking and communication systems to coordinate these and other existing structures and supports. Refining the use of the expanded learning time is also related to a more robust system of student supports.</p>
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		<p>Thus was born the Panther Help Zone and protocols for how students access what is essentially a triage space that builds in restorative practices. Students are either escorted to the PHZ when a teacher excludes them, or when they self-exit, and students can also make a formal request to speak to the PHZ staff. The PHZ tracks the students, the teachers involved and the types of needs presenting; engages the student in a reflective exercise on the incident and next steps to repair the harm; links the student to other resources which will be deployed later; and critically, sends the student back to class as soon as possible (either that period or the next, depending upon the infraction).</p> <p>This effective triage has vastly reduced the hallway traffic, has met student needs in a more proactive way, and has helped to identify the students who need more intensive supports.</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><i>Light green</i></p>	<p>This year has seen tremendous improvement not only in stabilizing the daily climate, but in establishing the foundation for a true transformation of the culture of the building. A school leader rooted in restorative practices has set this tone and planted seeds in structures like the Panther Help Zone, as well as modeling by running conferences with students herself as the primary way of responding to student misbehaviors.</p> <p>An increasing number of staff and students have been trained in formal restorative practices such as peace circles and conferencing, but the change is most evident in the fact that restorative elements have been infused into the conversations and protocols for dealing with wrong-doing, and in the approach to positive community-building.</p> <p>The data will not show stark improvements yet this year, in part because the data from the prior year is complicated by the two-campus phenomenon and somewhat suspect. All parties agree that there have still been too many suspensions</p>	<p>"The Panther Way" is becoming the anchor for the restorative climate, and a team will be working this spring and summer to develop curriculum and a year-long approach to fostering the sense of community that must be in place to truly implement restorative practices.</p> <p>This summer's Panther Pride Academy, which is planned to thoroughly and thoughtfully orient all incoming 7<sup>th</sup> graders to the Panther Way will provide a strong start to the year.</p> <p>Building staff understanding and capacity for using restorative practices with integrity will occur within the context of a newly forming District Professional Learning Community which will support leadership teams in up to 10 schools in thoughtful implementation.</p> <p>On campus, Northwest will continue to momentum to utilize more restorative practices by building administrative team understanding and utilizing the newly created Teacher-on-assignment devoted to student supports. This work will not</p>

		this year, although all parties, including SED, note the palpable difference in orderliness, the number of students in productively engaged, and the affect of stakeholders.	only include the development of systems to organize the work, and direct provision of conferencing with students, but will also focus on building student leadership as mediators and main architects of the restorative climate.
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	<p>Key accomplishments include a series of after-school and evening events, and culminated in a recent parent workshop on graduation requirements, combined with honor roll celebration that garnered the highest attendance in years.</p> <p>There is a new home-school assistant, and she has worked to organize truancy blitzes for chronically absent students.</p> <p>The parent leadership roles and organizations need to be re-kindled; this work was not fully addressed this year, but the school is better equipped to act in this area moving into this year.</p>	<p>The work to engage parents will of course include traditional and routine forms such as teacher contacts, holding events, newsletters, and robo-calls. In addition, the school believes that the more school spirit generated, the more families will participate. The launch of a sports booster club to support the new modified football and cheerleading teams is one such example.</p> <p>The goal of developing the Parent Teacher Organization has been established and the action plan to achieve it will be fleshed out. Summer orientation to complement the Panther Pride Academy will also introduce parents early to the new culture.</p>
<p>* <b>Academic Achievement Data</b> - <u>Under separate attachment</u>, 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>			

<b>Training, Support and Professional Development</b> (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,	Green	<p>As outlined above, the bulk of the professional learning has been job-embedded and contextualized by the teachers' daily work to plan differentiated instruction. This includes both the regular schedule of teacher team time with coaches, common planning time, and the curriculum planning work for Algebra and Summer Institutes. The school leader is adamant that professional learning in the context of direct application is the most effective delivery method.</p> <p>Additionally, the coaches have designed and facilitated several after-school collegial study series on Danielson. The</p>	<p>This work will continue in this vein, due to the fact that the school leader sees positive participation and emerging growth in teacher practice.</p> <p>The SIG-funded work this summer will extend the invitation for deep curriculum development of the type outlined previously to more departments. The SIG provides further resources to enable consistent release time and the coaching to ensure that the work occurs during the school year if necessary. The plan is to further extend the impact of this work to the high school staff.</p>

<p>the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>		<p>intention here is to engage a critical number of staff in common language and expectations around instruction.</p> <p>In addition, the administrative team participated in Danielson work provided through McKay Consultants, which enabled them to calibrate their observations.</p> <p>Furthermore, the school continued to train a small but growing number of staff in Peace Circles, the basic level of restorative practices through community provider Partners in Restorative Initiatives (PIRI).</p> <p>Still to come this summer, are a number of the “application” type of professional learning offerings in which teams of teachers will work in facilitated way to design the curriculum for Summer Institutes and to plan for next year, utilizing performance level indicators, and student data.</p>	<p>The School-based Planning Team at Northwest has recently identified a building-wide focus on Danielson Domain 2, establishing environments that foster respect and rapport to establish the culture for learning. This building wide focus will help weave the elements of the change process together, starting with the summer work to develop social-emotional curriculum (Panther Way) and providing the point of entry into being able to deliver lessons that truly engage students.</p> <p>Building staff understanding and capacity for using restorative practices with integrity will occur within the context of a newly forming District Professional Learning Community which will support leadership teams in up to 10 schools in thoughtful implementation, helping to anchor practices both at school and district levels. At Douglass this may include training both staff and more students to run circles and participate in community conferencing.</p> <p>If funded through Northeast’s complementary SIG proposal, a small group of thought leaders from the school will participate in a year of learning / school design work with Big Picture Learning.</p>
<p>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</p>	<i>Green</i>	<p>The school leader has observed the early success of the model of embedded, contextualized professional learning. Participation in the Danielson collegial circle and in the collaborative planning structure have already yielded a depth of reflection and application, as assessed through the observation and post-conference discussion.</p>	<p>Based on the job-embedded nature of the bulk of the professional learning, the evaluation of effects is therefore embedded. School leaders need to be providing more frequent low-stakes feedback on developing practices, as well as norming their lens on formal observations.</p> <p>Instructional leadership in close contact with coaches, respecting the teacher-coach relationship, but working to identify which structures are working and which should be discontinued, as well as to prioritize areas of focus for the staff professional learning.</p> <p>Restorative work will come with its own set of progress indicators, including immediate indicators like # of circles</p>

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.			and conferences, but mostly looking for reductions in incidents, recidivism in ISS and suspensions, and in successful peer mediations.
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<b>Project Plan and Timeline</b> (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
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 SIG application.	<i>Light green</i>	<p>At this point last year, our Continuation Plan reframed the three immediate priorities facing the school, noting, however, that they were aligned with the original plan. These priorities were simply more specific in an effort to help the school focus and move them forward.</p> <p>Remembering that new leadership was placed in mid-August, the degree to which these strategies have been addressed while actively creating the vision and action plan is encouraging.</p> <p>This year’s priorities were to:</p> <p><b>1. Create a unified campus vision supported by a set of common behavioral expectations of students and adults.</b></p> <p>This work was addressed immediately last summer and school opened with a new feel. The partnership of leadership across both campuses as they quickly worked to establish a vision of the Douglass campus as a robust program that nurtures and supports students from 7-12 in very personalized ways. The Panther Way—which is a restorative</p>	<p>Creating a timeline is difficult as the transformation work at Douglass is more about weaving a tapestry of coherent and mutually reinforcing practices and mindsets, rather than a series of sequenced events. However, we have attempted to sequence the main aspects of the work:</p> <p><b>Summer 2015</b></p> <p>The deep curriculum development explained above will engage teachers in creating very personalized social-emotional, academic, and ELT curriculum. Summer will also offer students skill and project-based summer institutes and welcome all incoming 7<sup>th</sup> graders into the Panther Academy. School-based Planning Team will complete the professional learning plan for the year, providing opportunities for full staff to focus deeply on Domain 2. Lastly, the administrative team retreat will provide opportunity to build common expectations and set the stage for more rigorous approaches to student support systems, evaluation of teachers and restorative practices.</p>

		<p>in that it recognizes the centrality of relationships—has been taking root this year.</p> <p><b>2. Identify 1 central academic priority to anchor all professional learning.</b> This work began in earnest midway through the year as the PD on Danielson and the embedded release time to engaged teachers in structured curriculum development tailored to their individual students’ needs.</p> <p><b>3. Hone ELT toward embedded and targeted opportunities 7-12.</b> This work has continued in an ongoing way, making the AIS block incrementally more effective, and continuing to build staff capacity instead of relying so heavily on partners. The work to build a system starting with a more functional Student Support Team began early in the year and has built up steam.</p>	<p><b>School Year</b> Launch the year with stronger curriculum and newly developed student support systems, led by the SIG-funded Teacher on Assignment. Begin the regular schedule of professional learning, including after-school, site-based PD on Danielson and the embedded release time. Create opportunities to train more students in restorative leadership roles. Maintain monthly schedule of Panther Way activities.</p> <p>Participation in the District professional learning community and resource network on restorative practices. If Northeast SIG is funded, establish consultant design work with Big Picture to engage a “brain trust” at the school that will conduct an inquiry into a range of personalization and alternative education options.</p>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<p><i>Light green</i></p>	<p>Without a doubt the most significant win is the restored sense of order, and more importantly, the sense that Douglass campus is functioning like a school with an emerging vision and spirit. More students are in class, more students are participating in a wider array of extracurriculars, sports like football and cheerleading are launching, and there is an emerging sense that the Panther Way is becoming an identity.</p> <p>The Panther Help Zone and the Bridges transitional program represent the work to build systematic and adaptive responses to student need. The common-sense and visionary leadership has been able to use resources flexibly to provide very individualized supports to students. This ability to create structures that both model and enable more supportive/restorative approaches is beginning to transform the culture after one year.</p>	<p>Key “wins” for the upcoming school year would include:</p> <ul style="list-style-type: none"> <li>• Establishment of cohort-tracking system and associated protocols; overhaul of way personnel owns this responsibility;</li> <li>• Increase in number of student leaders in restorative work;</li> <li>• Strengthening school-wide practices in Danielson’s Domain 2;</li> <li>• Reduction in the number of disciplinary incidents, short-term suspensions, and the ability to offer students very individualized plans, settings and supports;</li> <li>• Achievement go up / NWEA and report cards;</li> <li>• More 9th graders on-track to graduation, having earned credit and passed a Regents exam</li> </ul>
<p>iii. Identify the <u>leading</u></p>	<p><i>Yellow</i></p>	<p>The required leading indicators have been helpful in</p>	<p>In addition to the leading indicators outlined by the progress</p>

<p><u>indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>		<p>maintaining periodic reflection and response. While the School Ambassador is responsible for collecting and analyzing the data at required intervals, the interpretation is done in conjunction with school leaders and has served to guide the work throughout the year.</p> <p>For example, attendance, including chronic absence, and period-by-period attendance, have helped to drive responses such as truancy blitzes and development of the transitional Bridges program, which has been a point of re-entry for many non-attenders.</p> <p>Academic and disciplinary data is also monitored as required, although the school is tracking and responding on a more frequent basis than required by the SIG reporting. It was helpful when we were able to modify the mid-year reporting to coincide with the end of Marking Period 2.</p> <p>The school leader is building school-based systems for routinely tracking and reflecting on data and progress. This year has identified teams and suggested opportunities where this type of regular progress monitoring can be conducted and shared with a wider group as we move into next year.</p>	<p>monitoring format, the school leader, Chief and Ambassador will continue to consider real-time artifacts such as those listed above as well as qualitative and observational data.</p>
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<p><b><u>Budget Analysis/Narrative and Budget Documents</u></b> (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.</p>		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
<p>Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.</p>		<p><i>At the time of writing, the spend-down of this grant is on track and aligned with the spending plan as reflected in approved amendments. The school leader has been able to utilize the funds to be responsive and adaptive to student need, which has been critical especially in this year of stabilization. What is significant is that this spending is mostly invested in building the capacity of existing staff, establishing responsive and supportive spaces and structures for students, and in DDD, rather than investing largely in external partnerships or external professional learning opportunities.</i></p>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an</p>		

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	89.9%	88.8%	82.7%	82.4%		<i>Attendance is too low and not on track to meet the target, although it is trending up from prior year.</i>	<i>Building engagement and school spirit, as well as reducing suspensions, is part of the plan to increase attendance.</i>
Teacher Attendance	95.9%	94.6%	92%	95.3%		<i>Above the target and trending in right direction.</i>	<i>Increasingly positive climate will sustain this.</i>
Office Discipline Referrals	33	88	76	58		<i>Trending in the right direction; can't speak to accuracy of prior year's baseline.</i>	<i>The work outlined above is directly aimed at reducing these through emphasis on restorative approach.</i>
Extended Learning Time	83.8%	79%	74.3%	71.5%		<i>These data mirror typical period-by-period attendance, which is lower than the overall ADA, and which continues to be addressed. This decline is also in part due to the fact that the school is utilizing more frequent, flexible and targeted interventions during these times, and attendance-taking has not completely caught up to that practice.</i>	<i>Continue to integrate with "Regular" day even more and build systems that document, track and manage the supports and interventions offered through increasingly individualized supports to students. New SIG positions will support.</i>