

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

School:	Joseph C. Wilson Commencement High School	District:	Rochester CSD
BEDS Code:	<i>261600010067</i>	District Contact:	<i>Amy Schiavi / Kirstin Pryor</i>
Enrollment:	<i>805 as of 5/4/15</i>	SIG Model:	<i>Transformation</i>
Grades Served:	<i>9-12</i>	Cohort:	<i>4.2</i>

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

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

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

group of district leaders. Our work to build capacity around the **Diagnostic Tool for School and District Effectiveness** has also resulted in a wider understanding of effective practice and the continuous improvement cycle at a global level.

Supporting the work at the school level is supported and overseen by the **Chief of School Transformation**, focused on providing direct differentiated supports for elementary and K-8 Priority schools. As part of this work, the Chief has developed an “Instructional Excellence” initiative which aims at improving instruction in the lowest achieving schools, and also coordinates with the Board of Education’s focus on these schools. The Chief leads these schools as a professional learning community which provides both support and enables sharing of best practices.

The **Chief of Secondary Schools** works to provide coaching and supervision at all high schools, including the Priority high schools (Monroe, Douglass Campus, Wilson). The Chiefs are situated in the **Department of Teaching & Learning**, providing a link to the 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.

At Wilson, there is also an **external educational expert** with past experience as an

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**.

After working with schools for the past year and

		<p><i>IB leader at Wilson, serving as a leadership support.</i></p>	<p><i>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, 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 integration in planning meetings beginning immediately.</i></p>
ii. Describe in detail how the structures identified	Yellow	The District continues to evolve in our ability	The appropriate structures are largely in place,

<p>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><i>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 possibly 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. The School Ambassadors work regularly with school teams, which enables these reports to</i></p>	<p><i>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 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</i></p>
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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.

be essential given the receivership timeline for continuation. Key decisions regarding community engagement, staffing, and budgeting will be required by midyear.

School Chiefs and the Office of School Innovation will utilize a differentiated support schedule to engage school principals in **individual check-in sessions** on a weekly, bi-weekly, and/or monthly basis dependent on the level of monitoring agreed upon with District Cabinet (as outlined above). **Monthly school visits** by the School Chief will include review of **data points** aligned with SIG and SCEP goals. **Monthly Data Dives** will be jointly conducted with the School Chief and School Innovation, based on updated data will be provided by the **Office of Accountability**.

District Cabinet/Team Meetings will include a **bi-monthly written update** for each Priority School as well as recommendations for District Executive Cabinet consideration in preparation for continued flexibilities under receivership and the impact on the overall district support structure. **Bi-Monthly SIG Progress Reports** are reviewed individually with the **Superintendent and Deputy Superintendents** to ensure appropriate progress and support; these will continue.

To address more global school improvement, beyond Priority schools, a district team is participating in NYSED's DTSDE PLC training to better align instructional supports including curriculum supervision and guidance, professional learning, innovation, and supervision.

Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the 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
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*	Light Green	<p><i>International Baccalaureate (IB) was the main contracted partner in this year’s grant, and the service delivered was primarily workshops / training. The ability to offer the full faculty training in the Middle Years Programme, and to extend the offer to staff at the partnership school, Wilson Foundation, has been a critical step in norming the practices. The District workshop is scheduled for August 24-26, which will provide the required 15-hours of workshop training for participating staff. We have focused the trainings that make the link between IB and the Common Core explicit, and that will deepen the ability to develop authentic units.</i></p> <p><i>As IB works to develop its school improvement services, a small portion of Wilson’s math department did participate in a pilot service to help with curriculum alignment. While the pilot got off to a rocky start due to scheduling challenges, after we provided direct feedback to IB, the curriculum work has been valuable in building a sequenced understanding of the content standard.</i></p> <p><i>The professional learning around “Making Learning Visible” delivered through a relationship with the Warner Center of the University of Rochester engaged the instructional coaches and about 20 teachers in productive work. Supporting teachers in structured collaboration around increasing the</i></p>	<p><i>IB is certainly the primary partner at Wilson, but the nature of the partnership is not one that requires SIG funding this year. The partnership provides a framework, protocols and a quality standard, but not direct services to support school turnaround. As IB pilots school support services, Wilson will consider participating in the pilot, similar to the curriculum pilot this year.</i></p> <p><i>In terms of professional development, the full staff has now had two summers’ access to MYP workshops, provided onsite at Wilson; resulting in about 75% of staff being fully trained in the MYP. This coming year will be one in which the school needs to focus on implementing what it has learned and building the structures and operations to support rigorous application. There will be a small portion of funds designated for targeted workshops for DP courses as Wilson adds sections of upper levels. We also anticipate sending a small inquiry team to visit exemplar schools showing success in supporting broad access to IB.</i></p> <p><i>This year’s plan will extend the work with the Warner Center by outlining a year-long and embedded approach to the work, and by widening the circle of participating teachers.</i></p> <p><i>Wilson is preparing to turn a good deal of attention to the work of building a restorative culture at the school. The School-Based</i></p>

proportion of “minds on” activities in lesson design is valuable and responsive to Wilson’s DTSDE reviews. Working within the context of developing MYP and DP IB units, the professional developer has been leading teams of teachers in a cycle of planning that emphasizes quality embedded formative assessments. As reported in earlier progress reports, while this work has been well-received by teachers, it has been challenging to garner steady participation after-school—to the point that midway through the year, we truncated that delivery option. Second semester utilized an embedded model that extended common planning time at periodic intervals to allow teams of teacher within the Humanities and STEM disciplines to immediately apply the new learning about formative assessment to their own unit planning.

As Wilson implemented Year 1 of the Advisory structure and curriculum for all students, **Big Picture Learning** has conducted some progress monitoring and onsite support for implementation, but has primarily focused on leading the work to further develop the Advisory curriculum into four separate strands differentiated by grade level. This curriculum sequences the activities and content by grade and also incorporates IB elements such as the Learner Profile and the 10th grade Personal Project.

Partners in Restorative Initiatives (PIRI) has been a partner at Wilson, training staff in some basic elements of running circles. The role has been limited this year as the school has not entirely embraced the restorative approach.

Planning Team is currently fleshing out the work, in response both to the recent DTSDE Review and in response to the current climate at Wilson.

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. Wilson will continue to work with **PIRI** in this capacity, and will explore partnering with the **M.K Gandhi Center** to provide more capacity to implement restorative practices.

<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>		<p><i>This year, the School Ambassador 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 conduct unannounced site visits, 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.</i></p>	<p><i>The School Ambassador 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.</i></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><i>The emphasis this year has been in building a more consistent and rigorous curriculum in core courses at the Middle Years Programme (Grades 9 and 10). While the District does use the NYS Common Core Units and Regents exams, there is also recognition of the need to develop curriculum that aligns with IB standards and pedagogy. Main aspects of this work include:</i></p> <p><i>Teachers have been afforded time to work with Departmental teams, coaches and a faculty developer from the Warner Center on</i></p>	<p><i>At this point in Wilson's tenure as an IB-MYP school, it is required to undergo a program review. It must submit samples of curriculum, formative assessments and student work with grading and feedback included. The feedback obtained during this process will be invaluable in gauging the quality of the work done to date, as well as in shedding light on need.</i></p> <p><i>In the meantime, summer work to continue writing the units is being scheduled and a process whereby peers provide feedback on the units, and in particular the formative</i></p>

	<p><i>collaborative unit design. The approach has been a backwards design process with a heavy focus on identifying learning targets, designing frequent, quality formative assessments. Garnering teacher participation after-school presented a challenge, so this work began in earnest midyear and by the end of summer will result in a full year's curriculum at each level, in each core course.</i></p> <p><i>The math department, under the leadership of the MYP Coordinator, has been participating in a pilot service with the IB. This pilot is focused on curriculum alignment, exploring how to best align the local, state and international standards and curricular expectations. Again, slow to take off, but has generated worthy discussion and collaborative work to prioritize content and support teachers in making sound instructional decisions.</i></p>	<p><i>assessments, is being planned. The MYP coordinators are working to both guide and oversee the curriculum development, and to organize all units in an easily accessible online space.</i></p> <p><i>The next level of full-staff IB-MYP training, with at least one workshop focused on creating authentic units, will take place in August, engaging at least 75 faculty in the work.</i></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><i>Many of the shifts and associated instructional strategies are very much aligned to the IB approach. The challenge is to have these strategies implemented consistently and across classrooms.</i></p> <p><i>The leadership team organized a mid-year "pulse check"—a snapshot of building-wide instructional practices, as part of their reflection for the DTSDE Review. They found high levels of compliance and saw a variety of instructional strategies; however, most frequently observed lecture-style teaching. Furthermore, they 90% of questioning observed required low-level thinking, while only 40% of the observations included any higher-order task. While clear learning targets were observed in the majority of rooms, assessment</i></p>	<p><i>The summer IB conference is planned for the full staff in the end of August, with at least two of the workshops focused on Literacy and Math Common Core standards and instruction. At this point 71 Wilson staff are signed up to attend; this number may fluctuate slightly.</i></p> <p><i>Summer will also include the curriculum development work outlined above, and coaches are designing a feedback protocol in which peers provide critique of each unit, aimed especially at formative assessments and checks for understanding—which will improve the instruction if done well.</i></p> <p><i>The school itself has made instructional quality as it expands IB for All a huge emphasis in their School Comprehensive Educational Plan, which</i></p>

		<p><i>of the target was only seen a small portion of the time. This picture is the one that Wilson must continue to change in order to increase both student engagement and achievement.</i></p> <p><i>These findings support the need to involve more teachers in the work with Warner Center. After one semester of not enough teachers participating in PD with Warner Center, Wilson adapted mid-year, to move toward a more embedded model. This PD is aimed at planning and teaching in ways that promote minds-on learning.</i></p>	<p><i>is currently being developed by School-Based Planning Team. The work with Warner School, use of coaches and increased targeted walkthroughs will be key aspects of the work this year.</i></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>This year saw the additional 9th period and Advisory become part of the school day for all students, adding approximately 200 additional hours for all students. This 9th period was used for a variety of academic supports and interventions, as well as enrichments such as culinary class.</i></p> <p><i>Additionally, the school offered April Break programming which was well-attended and enabled small groups to receive targeted instruction, primarily for Regents preparation.</i></p>	<p><i>The premise is that a 9-period day is required to run an effective IB program, so while it currently is “additional” and based on the SIG status, it must remain part of typical school day at Wilson. The additional period provides opportunity to “pull down” electives and other requirements, taking them in 10th grade year where possible, which will then set more students up for success in taking their first IB-Diploma Program level course in 11th grade.</i></p> <p><i>The additional period also allows Wilson to schedule individual students into necessary academic support classes, whether it be intervention or a lab designed to help with IB’s required Personal Project.</i></p> <p><i>Advisory is also part of the extended day, and is currently built into the lunch period, with all students being scheduled into a daily Advisory.</i></p>
<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional</p>	<p><i>UMA??</i></p>	<p><i>In the fall and after the January Regents, the SIG-funded data coach used Regents item analysis to help Departments identify priority standards and skills, as well as to target students for push-in or pull-out support from</i></p>	<p><i>Wilson is unique among high schools in that the IB program requires formative assessments as part of the curriculum. Therefore the school does have the basics of the formative assessment cycle established. What is a next</i></p>

<p>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>the coaches.</i></p> <p><i>In the Spring, several departments designed and administered common formative assessments, although the practice of grading and looking at student work together is not established.</i></p> <p><i>Furthermore, routine and timely analysis of each quarter's progress reports and grades, flagging students with failures, became part of the Response to Intervention cycle and there is now a functioning RTI process in place, which is in part triggered by a threshold for course failures on progress reports. One trend shows that the majority of students are receiving documented Tier 1 interventions. In fact, the trend that more students are failing courses than are failing the Regents exam is a topic of conversation among District and school leadership as well as faculty.</i></p> <p><i>Additional, non-academic analysis such as the lost instructional time attendance analysis and the "pulse check" mentioned above were also part of the cycle of data-driven inquiry. The work would inform reflection and action planning at Department and leadership team meetings.</i></p>	<p><i>step is to move toward teacher collaboration around the formatives—designing them together in teams/Departments, assessing them together, looking for trends in student responses, etc.</i></p> <p><i>The SIG-funded data coach will not be returning next year, which is a loss as he was just beginning to build the relationships and structures to really lead data conversations within departments. Our plan is to infuse the use of data into the remaining SIG positions, and to rewrite the job description for the SIG-funded administrator, and search for a person with this skillset, but the way in which we support this work will be somewhat dependent upon the personnel hired.</i></p> <p><i>The District has not offered a benchmarking or diagnostic assessment such as NWEA in secondary, but the coach and School Ambassador have worked with the curriculum directors and it is likely that the NWEA will be available for at least 9th graders this coming year. This data will help shape differentiated supports within and outside of the classroom.</i></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><i>Wilson began the year with a well-articulated Response to Intervention process, and this year saw steady implementation of the process. A large number of students were referred, given the high number of mid-year and marking period failures. At this point, about two thirds of Wilson students have been referred, with about 30% receiving documented Tier 1</i></p>	<p><i>Now that the RTI process is functioning, there is a need to develop a more robust series of Tier 2 and Tier 3 interventions at Wilson. Work to support teachers in understanding and documenting Tier 1 supports will also be ongoing. This work should not happen in isolation from work to strengthen and differentiate core instruction.</i></p>

	<p><i>interventions in the classroom, and 37% receiving Tier 2 interventions. The RTI process and protocols are in place and the lead reports regularly to leadership team and School-Based Planning Team.</i></p> <p><i>In addition, Wilson has a Quality Improvement Plan (QIP) based on its LAP status and citation for the large gap between the graduation rates for Students with Disability and their general education peers. One of the aspects of this work has almost been to create a mini-RTI process to serve only identified students by creating a "Graduation Focus" group and plan for each students in the older cohorts.</i></p> <p><i>In theory, the Advisory structure for all students is the foundational level of the support framework, building in personalization and the potential for sustained relationships. Year one has seen uneven implementation, with many teachers embracing the purpose while others do not. The fact that it is a part of every student's schedule, that</i></p>	<p><i>As Wilson continues to move toward "IB for All," there is a need to create a system that links disparate reports and work pathways. For example, if the QIP is working with the Special Education department to improve outcomes for those students, this work needs to be linked to all teachers and to the overall RTI process. The work to provide specially-designed instruction to Students with Disabilities can inform more differentiated and engaging instruction in general education classes as well.</i></p> <p><i>As the SIG-funded position to run RTI will not be continued next year, oversight and management will need to be absorbed into administrative and student support staff's roles in a way that maintains the functioning.</i></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>Orange</i></p> <p><i>This has been a challenging area this year. Several events related to student gang affiliation and to community violence have involved Wilson students and/or taken place directly outside the school. The need to keep students safe has somewhat increased the focus on the policies and practices that emphasis "law and order" which has been in conflict with the stated desire to become more restorative. This challenge has been exacerbated by a series of administrative absences throughout the year.</i></p> <p><i>The student data reflects foundational</i></p>	<p><i>Based on internal assessments, and supported by the recommendations in Wilson's April DTSDE review, implementing restorative practices is an area of focus for the school community this year. School leadership, in conjunction with the School Ambassador, is currently working with the School-based Planning Team to focus the School Comprehensive Educational Plan (SCEP) on this work.</i></p> <p><i>Additionally, the leadership team will spend time this summer engaged in reflection and work to deepen and align their understanding</i></p>

		<p><i>improvements, and the problems outlined above. Overall, Wilson is on track to reduce suspensions and incidents, but the numbers have been trending up each month, and period-by-period attendance is declining and too low, reflecting hallway concerns.</i></p> <p><i>There are positive developments: Many staff have been trained in restorative approaches, there are some staff members routinely holding circles with students, and structures such as the STAR Room (Stop, Think and Reflect) and daily Advisory have been created. However, as a school community, Wilson has not yet been able to create a safe and orderly environment that is restorative rather than punitive at core.</i></p>	<p><i>of how to build a restorative approach at Wilson.</i></p> <p><i>In recognition that becoming a restorative school is difficult and in many ways counter-cultural, the District is launching a professional learning community for the 10 schools which will be implementing this year. The idea is to support the school-based teams as they learn and in some cases struggle to move their school practices in this direction. The network will create both a learning community for school leaders, but also will provide a focused link to district supports such as a mobile restorative team to run conferences in cases where the wrongdoing has been so intense or at a large scale that the school cannot handle on its own. Wilson will be part of this professional learning community and our hope is that this work, plus claiming restorative practices as a pillar in their SCEP will all result in restorative practices becoming a lived part of the Wilson Way.</i></p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>	<p><i>Yellow</i></p>	<p><i>Wilson communicates with parents and families frequently and through a variety of methods. Letters, Robo-calls, school events, elected members on SBPT and the SIG Implementation Team, and an active PTO all exist at Wilson. The Principal holds regularly scheduled Coffees and Conversation events which are open to all parents. The school has also put in place expectations and protocols for more regular communication from counselors to families, particularly around course requests and the academic plan. The school has also been diligent in communicating around progress reports, report cards and additional opportunities for Regents preparation for</i></p>	<p><i>At the time of writing, Wilson's School-Based Planning Team is discussing ways to elicit more parental participation in events linked explicitly to the IB Learner Profile, and a culture of learning. These ways range from more and more targeted promotion of events, to diversifying the events themselves, to making more proactive efforts to encourage families to avail themselves of the Student and Family Support Center.</i></p> <p><i>The role of Advisors as the first layer of home-school communication must be firmly articulated and followed up to ensure that this valuable structure is capitalized upon.</i></p>

	<p><i>example. Leadership has continued to emphasize a higher expectation for teacher-home communications, and the Advisor was intended to take on this role. This has been unevenly implemented.</i></p> <p><i>This year, substantial effort was invested in parental outreach and communication as the school moves to be IB for All. Stakeholder ground engaged parents and the school actively promoted its program and worked to recruit its 2015 cohort. There were a series of Parent Nights, some that included student performances, as well as mailings and visits to elementary schools. These sessions focused on ensuring that families understand that beginning with this class, the expectation is that all students take an IB course in 11th and 12th grade.</i></p> <p><i>A full parent survey was not done this year; the District did not fund. While Wilson has many, many structures in place for parental communication and input, it continually works to engage a wider group of parents. This will become important as we widen participation in IB programming.</i></p>	
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* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

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</u>	Yellow	Summer 2014 engaged over 85% of the staff in	Summer 2015 will provide Category 3 MYP

<p><u>professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>	<p><i>the Level 2 MYP training, and the next level is scheduled for August. This type of face-to-face work with IB provides a measure of quality control and inspiration for Wilson staff.</i></p> <p><i>Building on the application of MYP training, teachers have been afforded some time to work with Departmental teams, coaches and a faculty developer from the Warner Center on collaborative unit design. The approach has been a backwards design process with a heavy focus on identifying learning targets, designing frequent, quality formative assessments. Garnering teacher participation in after-school professional learning presented a challenge, so the work with Warner Center began in earnest midyear and by the end of summer will result in a full year's curriculum at each level, in each core course.</i></p> <p><i>Warner Center has also worked closely with coaches as they created a coherent path for their Departments and their work to support. Coaches facilitated common planning time, utilizing these times as embedded PD.</i></p> <p><i>Furthermore, the math department, under the leadership of the MYP Coordinator, has been participating in a pilot service with the IB. This pilot is focused on curriculum alignment, exploring how to best align the local, state and international standards and curricular expectations. Again, slow to take off, but has generated worthy discussion and collaborative work to prioritize content and support teachers in making sound instructional decisions.</i></p> <p><i>Coaches have offered a variety of PD on</i></p>	<p><i>training to the majority of Wilson faculty and staff. This will also be attended by faculty from Wilson Foundation, building the continuum of the MYP program more collaboratively. Additionally, selected staff will attend IB-Diploma Program workshops in those courses where Wilson needs to increase the number of staff trained to teach in order to meet the expanded demand.</i></p> <p><i>The formative assessment work begun with Warner Center in earnest 2nd semester is critical to continue. We are working to widen the number of participants and build this into the PD plan for building in a sustained and intentional way. Using anchor texts and offering collegial circles to full staff is one chosen vehicle.</i></p> <p><i>There are two areas of professional learning which need to be elevated this year, The first is the restorative practices work. Wilson's approach to this is being planned by School-Based Planning Team currently, and the level and type of PD will be determined through that process. As noted, the partnership with PIRI will assist, as will the professional learning community being launched by the District. The idea is to support the school-based teams as they learn and in some cases struggle to move their school practices in this direction. The network will create both a learning community for school leaders, but also will provide a focused link to district supports such as a mobile restorative team to run conferences in cases where the wrongdoing has been so intense or at a large scale that the school cannot handle on its own. Wilson will be</i></p>
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		<p><i>instructional strategies, on Response to Intervention, etc., but poor after-school participation has hampered the impact of these.</i></p> <p><i>Personnel moves will cause turnover in these coaching positions, which is a challenge to overcome at this point in the grant.</i></p>	<p><i>part of this professional learning community and our hope is that this work, plus claiming restorative practices as a pillar in their SCEP will all result in restorative practices becoming a lived part of the Wilson Way.</i></p> <p><i>The other key area is how to have more success with students with disabilities, particularly as we expand access to IB. The BOCES-provided support around the Quality Improvement Plan will offer PD opportunities; however the school needs to take steps to integrate these offerings instead of having them seen as “just” for the Special Education teachers. Having a Coordinating Administrator for Special Education will assist.</i></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 linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p><i>Yellow</i></p>	<p><i>On a very rudimentary basis, the participation and participant feedback on professional learning is assessed by both the provider and the school. However, the harder work of assessing impact requires more deliberate and sustained action. The creation and assessment of MYP units is the critical test for the MYP training. Thus far, the school has been able to provide some feedback on units, but has not yet developed an effective system to archive units and to provide teacher’s feedback on the units. This will be part of the coordinator and IB Administrator’s role moving forward.</i></p> <p><i>Furthermore, administrators need to find ways to incorporate the IB expectations into their typical observations and evaluations through the Annual Personnel Performance Review system.</i></p>	<p><i>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.</i></p> <p><i>The restorative work will come with its own set of progress indicators, including immediate indicators like # of circles and conferences, but mostly looking for reductions in incidents, recidivism in ISS and suspensions, and in successful peer mediations.</i></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
<p>i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the "School Overview" section of the original SIG application.</p>	<p>Yellow</p>	<p><i>Key work in each area this year included:</i></p> <ol style="list-style-type: none"> 1. <i>Increased participation in IB and access to IB rigor</i> <ol style="list-style-type: none"> a. <i>Stakeholder engagement around "IB for All" resulted in broader understanding and a successfully proposed multi-year budget to sustain the IB for All mission.</i> b. <i>80% of staff trained in face-to-face MYP workshops; similar planned summer 2015</i> c. <i>Defining/stating expectation of IB for all and opening up the course request process, such that more students are currently enrolled in Certificate coursework</i> d. <i>Defined and carried out recruitment strategies, resulting in a smaller but hopefully for committed 2015 Cohort</i> e. <i>Offered IB-specific summer programming in 2014 and upcoming 2015</i> 2. <i>Increase college/career ready</i> <ol style="list-style-type: none"> a. <i>New schedule including embedded additional 45 minute period for all students; break and Saturday supports also offered;</i> b. <i>Response to Intervention cycle maintained; interventions provided and documented;</i> c. <i>More teachers engaged in Professional Learning on formative assessment and</i> 	<p><i>The action plan calls for the Cohort of 2015 to be the first that is truly "IB for All," in which the expectation is that all students will take an IB-DP course in 11th and 12th grades, earning an IB Certificate, and theoretically recruited/enrolled under that premise. At the same time, Wilson must develop and offer supports to all students as they strive for that higher bar.</i></p> <p>Summer 2015 <i>There are two IB summer programs being designed and offered by Wilson, both aimed at transitioning students effectively. All entering 9th graders will be strongly encouraged to attend a 1 or 2-week program (depending on whether student is coming from an MYP school already) to bridge them into the "Wilson Way." This will include academic supports, but will largely seek to establish a sense of culture and positive climate—an identity of "being IB." Additionally, there is a smaller program to support students as they move from MYP to the full Diploma Programme.</i></p> <p><i>There will be significant turnover in the SIG-funded personnel; at this point, we are losing at least 3 of the people. Summer efforts must be devoted to finding high-caliber people who can help move the work forward quickly and effectively. This decisions will impact how the work unfolds. However, at this point, summer work for staff will include:</i></p> <ul style="list-style-type: none"> • <i>Curriculum/unit development, with an</i>

	<p><i>instructional practices;</i></p> <p>d. <i>Pulse check protocol established and observations discussed with SBPT and Departments;</i></p> <p>3. <i>School climate and culture</i></p> <p>a. <i>All students scheduled into Advisory, which became part of the master schedule with Big Picture curriculum;</i></p> <p>b. <i>Small number of staff trained in basic restorative practices;</i></p> <p>c. <i>Wilson is partnering with District volunteer coordinator to assess the feasibility of implementing a mentoring program;</i></p> <p>d. <i>School leader has advocated for a somewhat separate “academy-like” feel for the entering 2015 Cohort.</i></p>	<p><i>emphasis on application of formative assessment. Teachers will also have the opportunity to participate in the next level of MYP training, where we are focused on literacy and math Common Core and IB; creating authentic units and elevating the concept of service.</i></p> <ul style="list-style-type: none"> • <i>Professional learning opportunities designed around targeted support for Advisors, as the curriculum has been differentiated by grade level.</i> • <i>Learning and planning experiences aimed at significantly jumpstarting the way Wilson understands and applies restorative practices. This should include time for the full administrative team to learn together and review discipline, student management and staffing decisions within this lens.</i> <p>School Year</p> <p><i>In response to reflection on this year as well as to the recent DTSDE Recommendations, the School-Based Planning Team has narrowed their focus to working on restorative practices and instructional aspects of IB for All, through a lens of Danielson’s 2a, 2b, 3b and 3d. As they work to develop the plans of action, we can be more specific, but for now, key aspects of the work will include:</i></p> <ul style="list-style-type: none"> • <i>Continued and strengthened implementation of Advisory as the first rung of positive community building demanded by restorative approaches;</i> • <i>Higher visibility and frequency of restorative practices such as the STAR room, conferencing, student/peers</i>
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			<p><i>involved in community conferences. This work may be supported in part by M.K Gandhi Center.</i></p> <ul style="list-style-type: none"> • <i>More job-embedded professional learning focused on formative assessment and ways to increase the “minds-on” learning that leads to engagement;</i> • <i>Development of effective Tier 2 and Tier 3 interventions, and a more defined way of supporting all students, including Students with Disabilities;</i> • <i>More consistent use of systems to support and monitor the instructional focuses on selected Danielson elements.</i> • <i>More rigorous and widespread approach to marketing and recruiting students who want to be IB.</i>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<p><i>Yellow</i></p>	<p><i>The significant accomplishments this year include:</i></p> <ul style="list-style-type: none"> • <i>The personalization structure of Advisory is built into the daily schedule for all students, and attendance is approximately in-line with period-by-period attendance in other classes.</i> • <i>Almost all teachers have been trained in MYP Category 3 and 4 by end of Year 2’s grant.</i> • <i>More MYP units have been written, and there will be complete sets in core content areas by end of summer.</i> • <i>Projections show that graduation rate for Students with Disabilities will go up.</i> • <i>There is increased awareness and</i> 	<ul style="list-style-type: none"> • <i>A complete set of four quality units written and commonly available for each core course at MYP Levels 4 and 5 (grades 9 and 10);</i> • <i>Visibly different experience for entering Cohort of 2015; higher measures of on-track success for this cohort;</i> • <i>Strengthened school-wide practices in the areas of “respect and rapport” and “culture of learning” as well as on “student engagement” and “questioning” elements of the Danielson rubric, which will be driven by use of regular school-wide pulse checks, and more teachers participating in professional learning opportunities during the year;</i>

		<p><i>understanding of the “IB for All” goal and required actions to realize it. Commitments to a longer-term sustainable budget and IB-specific autonomies have been secured from the District.</i></p>	<ul style="list-style-type: none"> • <i>Restorative culture—increased visibility and frequency of key practices, resulting in overall improved tenor (hallways in particular), reduction in incidents and short-term suspensions;</i> • <i>Consistent and healthy administrative team in place. (The Wilson team has been dogged by injuries and health issues, resulting in a rotating door of administrators and substitutes.)</i> • <i>Increased use of formative assessments and RTI should result in increased course passing rates.</i> • <i>Continue to increase the share of Wilson students participating in DP courses at 11th and 12 grade, culminating in near 100% for the 2015 cohort (in 17-18 SY).</i>
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	<p><i>Yellow</i></p>	<p><i>The required leading indicators of attendance, academics and discipline have been helpful in 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.</i></p> <p><i>At Wilson, the Data Coach has conducted much deeper analysis than is required by SIG reporting, in order to inform the school’s response. These include assessing failure rates by course for each marking period, Regents vs. course passing rates, counts of students failing core courses at each progress report to flag students for Response to Intervention, and in – depth loss of instructional time analysis to better understand the attendance patterns.</i></p>	<p><i>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 those listed above as well as qualitative and observational data.</i></p> <p><i>This year in particular, progress indicators that really drive an increased use of restorative approach will be monitored; these will be set in conjunction with the District-supported community of practice discussed in earlier sections.</i></p>

		<p><i>This year, the data has been widely and regularly shared with full staff, SIG Implementation Team, School-based Planning Team, with plenty of opportunities for problem solving in response.</i></p> <p><i>At Wilson, progress monitoring has also included monitoring the increased numbers of students enrolled in IB-Diploma Programme courses/ Certificate going into the 15-16 SY, and earlier in the year a “pulse check” on Advisory participation.</i></p>	
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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</u> on instructional practices/key strategies/student engagement.		<i>Spend-down on this grant is much more aligned with timelines and key initiatives this year than last, due to the fact that all positions were filled by the start of school, with the exception of one mid-year hire. Expenditures have largely been in areas planned, with a few amendments aimed at increasing flexibility to embed professional learning and supporting the expanded day programming.</i>
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	87.5%	88.6%	83.5%	86.8%		<i>On-track to be an increase over 1314SY, but still below the targets.</i>	<i>Key strategies for addressing are increased implementation of restorative culture, including youth leadership and celebrations, as well as Advisory; 9th grade Academy-like structure for Cohort 2015.</i>
Teacher Attendance	96.5%	95%	94%	93.1%		<i>Exceeding the target and very encouraging given the challenging morale.</i>	<i>Ideally, stabilize the administrative team and continue work to build better staff morale.</i>
Office Discipline Referrals	45	50	59	72		<i>Trend heading in the wrong direction within this year, although on pace for an overall reduction in total number compared to prior year.</i>	<i>Elevate the restorative work including conferencing with chronically challenging students, rethinking the use of restorative structures in the disciplinary process, and increasingly proactive positive community building.</i>
Extended Learning Time / Period-Attendance in General	75.6%	71.4%	63.2%	61.6%		<i>The attendance rates in embedded enrichment courses is on par with period-by-period attendance at Wilson. Therefore, the work to be done is on more global behaviors around attending class, not a specific concern around expanded day offerings. Advisory, the new 15-minute structure built into lunch period, posts rates a few percentage points below the other periods.</i>	<i>The school's emerging focus on climate, and the selection of Danielson's 2a and 2b are in direct response to these data. The school must find ways to establish a true culture of respect and rapport that is based in restorative relationships.</i>