

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

School:	James Monroe HS #66	District:	Rochester City School District
BEDS Code:	<i>261600010066</i>	District Contact:	<i>Cheryl Wheeler</i>
Enrollment:	<i>1,110</i>	SIG Model:	<i>Transformation</i>
Grades Served:	<i>7-12</i>	Cohort:	<i>4</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.	Y	<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 group of</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. Additional consideration must be given district support for Priority Schools and the new expectations of Receivership. The timeline for school improvement in priority schools and the differentiation of district support (both human and fiscal) to its most needy</i>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>Thus, we are honing a level of support around professional learning communities, aimed at more firmly connecting the work of these schools with District transformation and the Office of Professional Learning. While the Chief of Transformation has created this with his Priority School Principals, we are planning to expand the practice to specific aspects of transformational work. This professional learning community approach offers two key benefits: 1) It builds sustainability because it better aligns District and school improvement; and 2) It improves implementation at both levels because it integrates the school and district perspectives.</p> <p>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</p>
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		<p><i>transformation.</i></p>	<p><i>the individual strengths and needs of each school leader. For example, school leaders with experience in grants management and DTSDE reviews, as well as familiarity with central office structures, will be given more autonomy in operation and reporting with monthly reporting and check-in with School Chief and possibly, District Cabinet. (i.e. School 17, Monroe, East EPO). Schools with principals who have a demonstrated track record of instructional leadership but are not as familiar with grant monitoring and central office structures, will continue to receive bi-weekly support from the Office of School Innovation focused specifically on these supports (i.e. School 8, 34, NW College Prep). Stronger joint monitoring and principal support from the school chief and OSI ambassador will follow for other schools on a weekly basis to ensure appropriate alignment with school improvement, fiscal and central office support (i.e., Schools 3, 9, 41, 44, 45, NorthEast College Prep, and Wilson)</i></p> <p><i>We note that with a change in leadership in School Innovation, there may be changes forthcoming. The District will keep the School Turnaround Office abreast of these developments. Every effort to smoothly transition a new Executive Director for the OSI will be made with individual support and integration in planning meetings beginning immediately.</i></p>
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<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>	<p>Y</p>	<p><i>The District continues to evolve in our ability to support schools in coordinated and coherent ways. As new roles and new personnel are developed, OSI and the School Chiefs engage in ongoing reflection and process improvement about how to support schools in cross-functional ways that balance timely action with deliberate oversight and guidance.</i></p> <p><i>Improvements this year include:</i></p> <ul style="list-style-type: none"> • <i>Regularly established work sessions for the School Chief and School Ambassador to problem-solve and execute key decisions that surface from the visits and from daily work;</i> • <i>The inclusion of School Innovation in the weekly Chiefs’ Meeting; The Office of School Innovation holds bi-weekly SIG budget reviews, as well as bi-weekly staff sessions in which we raise actions required at each Priority school. These are then shared with Chiefs or appropriate leaders.</i> • <i>A widening group of District leaders engaged in the District and school improvement work, made 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>The appropriate structures are largely in place, although there is always room to be more consistent in applying these communication and coordination structures. The most significant improvement we could make in this arena is to further integrate and align the support provided to schools.</i></p> <p><i>The Diagnostic Tool for School and District Effectiveness (DTSDE) review process, and the link to the School Comprehensive Education Plans (SCEP) anchor the work of school improvement. Ensuring that each school has an actionable plan for improvement that integrates its SIG initiatives as well as input from the review and District leadership is the critical first step. Then, continuing to use that tool as a guiding frame for cross-functional supports.</i></p> <p><i>The SIG-related progress monitoring coordinated through School Innovation will continue to be integrated into weekly cross-functional meetings with the Deputy Superintendents, School Chiefs, and Directors of Teaching & Learning, Student Placement, and Specialized Services. The meeting will include problem-solving and action planning regarding outstanding issues at each priority school with specific requests for district support and monitoring. Bi-weekly budget meetings will continue to ensure on-time, aligned, and maximized expenditure of grant funds to support school improvement priorities.</i></p> <p><i>A new level of alignment will include the engagement of the School Based Planning Team SBPT) at each building to include SIG updates on each monthly agenda. This will ensure that SIG plans are held as a priority and an agreed upon sense of urgency can be established. This will be essential given the receivership timeline for continuation. Key decisions regarding community engagement, staffing, and</i></p>
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	<p>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.</p>	<p>budgeting will be required by midyear.</p> <p>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 that will be provided by the Office of Accountability.</p> <p>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.</p> <p>To address more global school improvement, beyond Priority schools, a district team is participating in NYSED's DTSDE PLC training to better align instructional supports including curriculum supervision and guidance, professional learning, innovation, and supervision.</p>
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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.*	G	<p><i>Center for Youth- Extended Year</i> <i>M.K. Gandhi Institute- Extended Year</i> <i>SUNY Geneseo- Extended Year</i> <i>Monroe Community College- Extended Year</i> <i>RAPA</i> <i>Sylvan Learning- Extended year</i></p> <p>MOAs with: <i>IBERO American Action League</i> <i>ETS Brockport</i> <i>Upward Bound: University of Rochester</i> <i>Hillside Work Study</i></p>	<p><i>In SY 15-16, the school continues to work in collaboration with the critical instructional and social emotional student support path with the Community Partners. This way, the community partnerships can better meet the needs of students and staff with the SIG Plan goals.</i></p> <p><i>Center for Youth- will provide intervention Specialist/ Restorative supports for middle school/ afterschool programming including dinner</i> <i>M.K. Gandhi- will provide support for successful implementation of Restorative Practices</i> <i>SUNY Geneseo- provide DDDM Team to develop formative and summative assessments and PD on impacts to instructional planning</i> <i>Monroe Community College- will provide college ready courses in ELA and math in collaboration with Monroe HS staff, based on administration of the Accuplacer Exam</i> <i>RAPA- will provide Theater Arts Enrichment for 9th grade students</i> <i>Sylvan Learning-will provide supplemental Regents Review for 9th grade classes.</i></p> <p>MOAs with: <i>IBERO American Action League- will provide social/ emotional support for students and PD for staff</i> <i>ETS Brockport- will provide college and career readiness activities for students</i> <i>Upward Bound: University of Rochester</i> <i>Hillside Work Study-will provide tutoring and career exploration, and job placement for identified students</i></p>
ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how</u> the LEA/school will hold the partner accountable for	G	<p><i>Each partner is evaluated based on</i></p> <ul style="list-style-type: none"> • <i>Cost effectiveness</i> • <i>Quality (including rigor, engagement,</i> 	<p><i>Evaluation of external partners will continue to be completed using the evaluations used in SY 14-15.</i> <i>Satisfaction surveys will continue to be incorporated</i></p>

<p><u>its performance.</u></p>		<p><i>student/staff satisfaction, and results)</i></p> <ul style="list-style-type: none"> • <i>Delivery of services (including timeliness, provision of substitutes, etc.)</i> • <i>Customer Service</i> • <i>Rationale for continuing the services (include data to support)?</i> • <i>If the service or product is available for free elsewhere? (e.g., Khan Academy, Service Corps of Retired Execs.) No it is not.</i> • <i>If the equivalent service or product is available at a lower price? Where did you check?</i> • <i>Rationale for discontinuing the services (include data to support)?</i> <p><i>Additionally, data for students who participate with providers including attendance, disciplinary referrals, and assessment performance (NWEA, NYS 3-8, and NYS Regents) will be analyzed to determine student progress toward goals.</i></p>	<p><i>into the review of correlation between partner services and student progress. YPQI data from partners who participate in that evaluation will be reviewed.</i></p> <p><i>Additionally, data for students who participate with providers including attendance, disciplinary referrals, and academic progress (NWEA, AIMSWeb, NYS 3-8, and NYS Regents; L2 formative assessments, NYSESLAT) will be analyzed to determine student progress toward goals.</i></p>
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<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>O to Y</i></p>	<p><i>CCLS Curriculum Units</i> <i>Ramp-Up, On-Ramp for grades 7-8-9</i></p>	<p><i>CCLS Curriculum Units</i> <i>Ramp-Up, On-Ramp for grades 7-8-9</i> <i>Corrective Reading- Grades 7 and 8</i> <i>CRISS Reading Framework- Grades 7,8 and 9</i> <i>Emerging ELL Program CCLS</i> <i>Infused Writing Program aligned to TEAL strategies in CCLS</i> <i>Tiered Vocabulary Development aligned to CCLS for academic and content support</i></p>

			<i>All curriculum is strategically aligned with CCSS and the NYS testing program In order to support student academic achievement. Curriculum implementation with engagement and rigor are key areas of focus for the school in SY 15-16. Support will be layered with the leadership team and instructional coaches to ensure all teachers provide higher level learning. Instructional walks will inform student achievement gaps.</i>
ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).	<i>O</i>	<i>Information and literacy tiering Chunking with intent to increase complexity Text-based answers Writing with source details Academic Vocabulary Coherence/Fluency in math Concentration on justification and application through oral and written expression</i>	<i>For SY 15-16, all shifts will be emphasized (see SY 14-15) in increasing rigor and engaging students as formative assessments guide instructional decisions. Impact of the implementation will be evidenced in student writing, increased rigor in speaking, listening and reading domains increased teacher/student, student/teacher feedback on achievement gaps as evidenced in LASW, increased student ownership of their learning. There will be continued support for higher order questions, summative and formative assessments, LASW protocols, common planning time collaboration resulting in model lessons, peer observations, teacher leader roles and student engagement strategies with goal setting activities.</i>
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 to <u>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.	<i>Y</i>	<i>ELT: ELT was provided SY 14-15 as an additional AM period for all students. This provided at least 200 additional hours for all students. During this period, students were scheduled into additional targeted academic support, NYS Regents Review, and enrichment opportunities based on need and student choice.</i>	<i>For SY 15-16, Monroe will begin school with an Early Start for all students who are not attending regular commencement credit recovery summer school (~500). This will provide an additional 13 days of instruction for students that will focus on academics, social/emotional support through Restorative Practices, and enrichment opportunities that is differentiated based on student choice and need. Additionally, the school will provide extended time each day during the school year for supplemental academic and enrichment opportunities. These will include On-Line Credit Recovery to provide multiple points of access to academic pathways, AP opportunities, SAT Preparation, Scholar Athletes. All ELT sections will be aligned to the goals of the school's</i>

<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 development, etc.) provided to the teachers for the <u>examination of interim assessment data and test-in-hand analysis</u>. 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>Y</p>	<p><i>Common Planning Time is used for all teachers to meet weekly, by department, by cluster. During these meetings, teachers follow a protocol for DDI that includes unpacking student data. All teachers have been trained with an eye toward implementation during instruction in SY 15-16</i></p>	<p><i>Critical Pathways.</i></p> <p><i>The school will monitor the implementation with fidelity of all training completed in SY 14-1. This training circled around the importance to inform instructional practice and impact student achievement through questions, rigor engagement activities, differentiation, student groupings, increased writing among other instructional strategies. Administrative walkthroughs will use the walk through tool to provide feedback to teachers on the fidelity of implementation.</i></p> <p><i>Instructional Coaches will continue to provide support for teachers during team meetings and embedded modeling, with an eye toward growing teacher leadership, and allow teachers to take ownership of their own professional learning.</i></p> <p><i>✓ JMHS staff will commit to School Aligned Professional Development hours as determined by SBPT in the aligned areas needed to address student achievement gaps.</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>Y</p>	<p><i>Student Support: There was no consistent referral RtI plan this year for Monroe HS students. Students were referred by teachers and followed through the process by student support staff. Student needs were discussed at staff meetings to determine best resources to support student needs including academic, social/emotional, and family supports. The FACT team was used as a resource for students requiring additional RCSD and community-based support.</i></p>	<p><i>In SY 15-16:</i></p> <p><i>School leaders, teachers, parents and community partners will continue the development of a formal RTI process for all</i></p> <p><i>The entire school adult community will mutually agree upon protocols and expectations regarding student dress and behavior within the building and will consistently enforce these expectations by providing consistent response/consequences in order to create a welcoming, supportive and safe environment conducive to learning.</i></p> <ul style="list-style-type: none"> <i>• SBPT established a committee to address a plan that maximizes instruction and addresses off task behavior. This plan will be shared with all staff for consistency among the MHS community.</i> <i>• Restorative training for all staff and students.</i>

			<p><i>Parents will be participants in these restorative conversations. Training will also be made available to parents and community partners.</i></p> <ul style="list-style-type: none"> • <i>SBPT will ensure creation of service brochure of resources available at MHS for parents.</i>
<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>	Y	<p><i>Culture: James Monroe High School has grounded its guiding principles and curricular foundation for improvement in the belief that college and career readiness increases life outcomes for all students. Our coherent reform strategy connects instructional outcomes to the Common Core Curriculum and life outcomes to restorative practices. Building accountability systems will connect adult outcomes to student outcomes using formative and summative assessments evidenced by Looking at Student Work and restorative conversations.</i></p>	<p><i>Culture: In SY 15-16, Monroe HS is committed to a plan that seeks to establish and/or maintain:</i></p> <ol style="list-style-type: none"> 1. <i>Common Mission, Vision, Values and Goals</i> 2. <i>Achievement for ALL students with quality implementation of instructional programs</i> 3. <i>Collaborative teaming focused on teaching and learning: prevention and intervention in LASW, instructional strategy sharing, peer observations.</i> 4. <i>Use of data to guide decision making and continuous improvement.</i> 5. <i>Building sustainability by growing emerging teacher-leaders.</i> <p><i>The focus on the James Monroe High School student will be one as a Whole Person understanding the need to address areas that impact school culture for the student:</i></p> <ul style="list-style-type: none"> • <i>Program</i> • <i>Structures</i> • <i>Curriculum</i> • <i>Instruction</i> • <i>Assessment</i> <p><i>Support to the focus will be obtained as</i></p> <ul style="list-style-type: none"> • <i>Teachers are trained in restorative conversations.</i> • <i>Teachers create a safe environment that is responsive to students' varied experiences,</i>

			<p><i>tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.</i></p> <ul style="list-style-type: none"> • <i>Complete implementation of school wide restorative behavioral system.</i> • <i>Home-base implementation of Restorative Community Practice lessons</i> • <i>Walking tool (JMHS walk-through tool)</i> • <i>Observations</i> • <i>Increase in student attendance</i> • <i>Increase in parental involvement</i> • <i>Decrease in student at risk behavior resulting in suspensions.</i>
<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>Y to G</i></p>	<p><i>SY 14-15: A consistent process is in place to deal with students identified as chronic absentees and/or tardies. Key to this strategy is the involvement of parents in the process. Attendance Home School Assistant continues to do home visits on students who are not regularly attending and records information and resolutions in an Attendance Referral Log. Additionally, teachers can request a translated phone call home completed in the Parent Center of the School. Records are kept on the number of phone calls and the results of those phone calls (see attached 5). Additionally, the school keeps a record of all parent contacts and the results</i></p> <p><i>Parents continue to be our first recourse in discussing student behavior. The school currently has 26 additional parents acting as Parent Ambassadors. The goal is to have ~150-200 parent ambassadors by the end of the school year. The school has met this goal.</i></p> <p><i>The principal visits homes and meets with parents to further discuss student achievement and behavioral expectations. The following meetings and home visits are not part of the parent data reflected in the table above:</i></p> <p><i>There have been 1001 parent conferences so far this year. The Parent Center has made 457 phone calls (with translation for parents) and set up 178 conferences for parents and staff.</i></p>	
	<p><i>SY 15-16</i></p>	<p><i>SY 15-16: In order to create a culture of partnership where families, community partners, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being,</i></p> <ul style="list-style-type: none"> • <i>School leaders and staff will communicate every five weeks with students and families about the status of students in meeting CCLS/NYS Content Standards in a student and parent-friendly manner to increase understanding and required next steps for graduation/proficiency levels to maximize student achievement and to support social-emotional growth and well-being</i> • <i>Needed feedback from parents is obtained through Parent Center with implementation to support recommendations.</i> 	

		<ul style="list-style-type: none"> • <i>Academic Interim reports</i> • <i>Parents may view grade status throughout the year through Parent Connect as teachers commit to maintaining grades in Power Teacher Grade Book or commit to sending all grades every 5 weeks.</i>
<p>* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets. (See attached)</p>		

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.	Y to G	<p><i>PD Plan: Critical Paths PD:</i> <i>Higher Order Questions</i> <i>Establishing a Culture for Learning and Organizing Physical Space</i> <i>Data Driven Instruction</i> <i>Using and Creating Formative Assessments to Drive Instruction</i> <i>Vocabulary: Tier 2 and 3</i> <i>Lesson Planning</i> <i>Parent Involvement</i> <i>Student Centered Learning and Student Engagement</i> <i>Common Planning Time:</i> <i>Curriculum, Differentiation, and Pacing</i> <i>Learning Targets and Developing Lesson Plans</i> <i>Analyzing Data</i> <i>Implementing and Assessing Effectiveness of Strategies</i></p> <p><i>Bilingual Dept. Training:</i></p>	<p><i>Based on the school's DTSDE review recommendations, the school will focus on specific PD during SY 15-16 with less of a broad range of topics. They have identified the following areas of need:</i></p> <ol style="list-style-type: none"> <i>1. Looking at Student Work through common planning time: a book study that includes How to Create and Use Rubrics</i> <i>2. Student Ownership of Work by relying less on teacher-directed/centered lessons: book study that includes Engaging the Disengaged, and Mindset: The New Psychology of Success,</i> <i>3. Inquiry-based learning models that provide engaging, rigorous lessons for students (see book study above)</i> <p><i>The established Critical Path from last year will be continued.</i></p>

		<p>Intro New Language Progressions (NLP) and Home Language Progressions (HLP): Parts 1 and 2</p> <p>Discuss lesson planning and how to include strategies of NLP/HLP.</p> <p>How to apply the patterns in the progressions to content area lessons.</p> <p>Language objectives and Content Area Learning Targets What is a language objective? How can it be integrated?</p> <p>Alignment of Language Objectives with CCSS Learning Targets.</p> <p>What is a language objective? How can it be integrated?</p>	
<p>ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any modifications to the plan as the result of evaluation. 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>	Y	<p><i>Embedded common planning time permits staff to meet and discuss topics identified in a needs assessment and based on walkthrough observations. Topics for discussion are observed through use of the walk through tool and formal observations.</i></p>	<p><i>In SY 15-16, following a DTSDE recommendation, the school will establish a formal walk through schedule for all administrators to ensure all members of the leadership team have the opportunity to see all teachers.</i></p> <p><i>By the end of SY 15-16 school year, MHS will have grown teacher leaders to sustain instructional direction in cross disciplines.</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</p>	Y	<p><i>ELT: Increased instructional time provided at least an extra 200 hours for all students by moving the ELT period from the last to the first period.</i></p>	<p><i>See below, and see attached preliminary Receivership Plan.</i></p>

of the original SIG application.		<i>Bilingual Program: College/Career Ready: Dual Credit, TRS/Accuplacer classes</i>	
	Y to G	<i>Culture/Learning Environment: engaging, positive, rigorous, student-centered</i>	
	Y to G	<i>College/Career Ready- Dual Credit courses, Hillside Work Study</i>	
	Y		

SY 15:16: The school has completed extensive planning for implementation in SY 15-16, and will begin to lay the foundation during the summer Early Start. These plans include the following key strategies:

- 1. More and Better Learning Time- implementing ELT as a whole school through Early Start and providing academic/enrichment opportunities to all students as part of the student’s academic day. An additional period will also be provided based on student need and student choice. ELT providers, both school staff and community organizations will work as true partners to enrich student opportunities.*
- 2. Instruction- The new organization of the school will address the needs of all students by creating academies that work with specifically identified grade level students on specifically identified goals. Additional work has been done to lay the foundation for a stronger college/career ready student population through the creation of college ready ELA and math courses that will be delivered during the school day.*
- 3. Culture- School leaders will build internal capacity, ownership and accountability within the school community so that all staff, students and families support the school vision and mission for increased student achievement. This will be achieved by:*
 - SBPT will seek staff, parent, student and community input in supporting the school’s mission and vision.*
 - MHS Walking Tools will continue to be used to share feedback with all teachers.*
 - All administrators will visit all teachers ensuring continuous supportive feedback.*
 - Scheduled administrators will be assigned to the diverse CPT meetings.*
 - Strategies discussed in CPT meetings will be shared weekly at the administrative meeting to validate and recognize them when doing the walk through.*

Additionally, the school had addressed each domain in its planning (see below)

Domain	Goal	How will the goal be assessed?*
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<p>Planning and Preparation</p>	<p>Teachers formally participate in common planning time to collaboratively create and examine Common Core Learning Standards/learning targets which reflect appropriately aligned curriculum plans.</p> <p>Teachers develop model lesson plans to be posted in school website.</p> <p>Lesson planning will address key components of: acceleration, differentiation, assessment, questioning, rigorous student lesson engagement, inquiry activities, building of tiered vocabulary and writing.</p>	<p>Common Planning Time SharePoint site containing model lessons Walking Tool (JMHS walk-through tool) Observations LASW</p>	
<p>Learning Environment</p>	<p>MHS are trained in restorative conversations. Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry. Complete implementation of school wide restorative behavioral system</p>	<p>Home-base implementation of Restorative Community Practice lessons Walking tool (JMHS walk-through tool) Observations Decline in student disciplinary referrals Survey data Participation in Restorative Conversations and trainings Increase in student attendance Increase in parental involvement</p>	

<p>Instruction</p>	<p>Teachers provide instruction that lead to multiple points of access for all students to achieve targeted goals aligned to instructional content standards. Teachers use formative assessments to inform practice during the lesson. Teachers are committed to MHS non-negotiables: use of learning targets, student directed learning activities, deliberate questioning to enhance student inquiry reasoning, formative and summative assessment to inform instruction, growth of tiered vocabulary, ELL language strategies, continual increase in writing rigor, continual increase in reading activities, continual increase in numeracy rigor and multidisciplinary lesson development. Teachers will commit to LASW as a protocol to inform student achievement.</p>	<p>Increased student achievement Demonstrated evidence will be gathered with classroom walkthrough tool to indicate rigor in instruction and all non-negotiables included in daily lesson delivery. Observations Increase in student achievement. SUNY Geneseo</p>	
<p>Professional Development</p>	<p>All teachers actively participate in professional development activities to support improvement in targeted areas of instruction and school climate.</p>	<p>Implementation of Professional Development observed in walk through, observations. Increase in student achievement</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>G</p>	<p><i>Culture: a significant change of culture has been observed during SY 14-15 with the change in leadership. Teachers are now included in decision making and are beginning to take charge of their own instructional professional development.</i></p> <p><i>College/Career Ready: An increase in participation in Dual Credit courses is significant. Semester 2 planning for entry-level ELA and math courses with Monroe Community College staff has developed rigorous courses for students to ensure college readiness. Those courses will be implemented for the first time in SY 15-16.</i></p> <p><i>Bilingual Program: Significant work has been done to align curriculum and student outcomes for bilingual students. The school recognizes that this is the first step with school-wide PD and expansion of its Bilingual Program planned for SY 15-16.</i></p> <p><i>All teachers have been trained in DDI with the goal for implementation with fidelity in SY 15-16 that</i></p>	

		<i>impacts instructional planning at the group and individual student level.</i>	
iii. Identify the leading indicators of success that are examined on no less than a bi-monthly monthly basis. 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.	N/A	<i>Student Attendance Participation in ELT Teacher Attendance Disciplinary Referrals GPAs Students On-Track Watch List Passing rates NYS Regents Results (by semester) NYS 3-8 (annually) NWEA for grades 7-8 (3 X per year) Feedback for teachers based on Walk-throughs and Observations using the Candi McKay training that is aligned to the Danielson domains.</i>	<i>Student Attendance Participation in ELT Teacher Attendance Disciplinary Referrals GPAs Students On-Track Watch List Passing rates NYS Regents Results (by semester) NYS 3-8 (annually) NWEA for grades 7-8 (3 X per year) Feedback for teachers based on Walk-throughs and Observations using the Candi McKay training that is aligned to the Danielson domains.</i>

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	G	<i>The school has a firm grasp of its budget and implemented the following with the support of SIG in SY 14-15: An Expanded Learning Resource Coordinator- to provide support for ELT and act as liaison between the school and community partners Additional Hourly Pay for teachers to provide ELT and to participate in summer PD opportunities including classroom management. Contracted Services with partners to provide ELT and PD for staff, as well as develop curriculum for college ready ELA and math courses, to be implemented in SY 15-16 (see partner listing above). 1 additional ELA Instructional Coach- to provide support for teachers through Common Planning Time embedded professional development and push-in support for teachers that provided modeled instruction. 1 additional ELL Instructional Coach to provide support to the Bilingual Team when implementing Core Instructional Curriculum. 1 Intervention Specialist to provide targeted Tier II/III intervention to identified students. Additional Hourly Pay for Support staff: Clerical, Paraprofessionals, Custodial, and Security to support ELT.</i>

	<p><i>Materials/Supplies to support Bilingual programming and ELT activities.</i></p> <p><i>Student Transportation costs for summer Early Start.</i></p>
<p>Additionally, under separate attachment, 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.</p>	

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 9/2- 10/10/14	Per 2 10/13- 11/28/14	Per 3 12/1/14- 1/30/15	Per 4 1/30- 3/27/15			
Student Attendance	85.5%	84%	79%	80%	O	<i>Student attendance is impacted by transient students left on the school's enrollment who have left the city.</i>	<i>The school will continue its efforts to reach out to families individually and during parent events. They will work with the District to ensure data is "clean" and does not carry any students who have left the area. Positive behavioral supports should impact student attendance in SY 15-16</i>
Teacher Attendance	95%	92.5%	91%	91%	G	<i>Substitutes were a major concern this year and impacted overall teacher attendance.</i>	<i>The school is committed to working with the District to ensure qualified FTE teachers are hired and ready to go for SY 15-16, beginning in August.</i>
Office Discipline Referrals	35	86	68	68	G	<i>The school saw a drop in referrals and suspensions during SY 14-15. They are on track to make their target # of no more than 522 incidents/suspensions for SY 14-15.</i>	<i>Positive behavioral supports should impact student attendance in SY 15-16. Their target will be 10% less than SY 14-15, or 470 total.</i>
Extended Learning Time	81%	80%	70%	65%	Y-G	<i>ELT was accomplished during an AM period this year for all students. They made direct matches for students requiring additional support for NYS Regents exams. The school saw an increase in participation in the first</i>	<i>For SY 15-16, Monroe will begin school with an Early Start for all students who are not attending regular commencement summer school (~500). This will provide an additional 13 days of instruction for students that will focus on academics, social/emotional support</i>

						<p><i>semester, and an increase in quality of offerings. The general pattern of attendance for the school is reflected in ELT attendance as well.</i></p>	<p><i>through Restorative Practices, and enrichment opportunities that is differentiated based on student choice and need. Additionally, the school will provide extended time each day during the school year for supplemental academic and enrichment opportunities. These will include On-Line Credit Recovery to provide multiple points of access to academic pathways. All ELT sections will be aligned to the goals of the school's Critical Pathways. This extra time, combined with planned Saturday School sessions will provide at least 200 hours to a minimum of 50% of the students.</i></p>
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