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

School:	Albany High School	District:	City School District of Albany
BEDS Code:	010100010034	District Contact:	Eileen Leffler, Administrator for Grants and Program Development
Enrollment:	2200	SIG Model:	Transformation
Grades Served:	9-12	Cohort:	2

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

Green	_No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model._
Yellow	_Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model._
Red	_Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible._

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.	Y	There were two Assistant Superintendents. CASDA provided the Principal with executive coaching. The School Improvement Team (SIT) consisting of the Asst. Supt. Director of Instruction, Directors of SPED, ENL, Data and Assessment, Technology Supervisors along with the ELA and Math Supervisors partnering with the AHS Admin Team met for the purpose of ensuring school improvement efforts are on track. The attendance has been inconsistent at	The Assistant Superintendent for Instruction will be responsible for coordinating district turnaround efforts and providing oversight and support through weekly check ins, real time liaison with central office for support, and participation in School Improvement Team meetings.

The Assistant Superintendent for Instruction will facilitate distributive leadership for school teams to strengthen their capacity and |

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		best; improvement goals such as three classroom visits each month were not met.	effectiveness with school turnaround to be held for the equivalent of 5 full days.
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.	Y	See comments above. There is a huge need in AHS ability to access, manipulate, educate, and interpret data on a real time basis for the teachers to help their students grow. The CAT audit work was done at the building level without the support of CASDA; this area is weak. The Assistant Supt. coached the AHS Principal on how to coach an Academy Administrator Leadership and Learning: RCD, CFA and Data Teams work with the AHS Admin. Team; Admin did not receive specialized PD in this area.	The School Improvement Team, consisting of the Assistant Superintendent, building principal and district level supervisors and directors will meet twice monthly to review all subcommittee reports and meeting minutes from monthly report outs to the Building Leadership team and available leading indicator data points for the purpose of monitoring the implementation plan and accountability. Progress will be monitored through discussions around program evaluation. AHS Principal & Director of ENL will co-chair these meetings. Assistant Superintendent will meet with building principal weekly for check-in, monitoring and support.

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*	Leadership for Learning continued to provide RCD, CFA and Data Team professional development (PD) for new faculty and new teacher leaders. CASDA provided quarterly leadership retreats and executive coaching for the school leader. CSSR was at the ALC to continue Advisory implementation. This did not occur to the level anticipated.	Joe Otter from Capital Region BOCES will open up the school year with the faculty on classroom management strategies with a focus on the "first seven minutes". New and mentor teachers participated in his sessions this year and the feedback was exceptional. This item will be from the AHS general fund. CASDA will support the AHS Admin Team. (I would now like to allocate resources to support the development of our Community Engagement Team to operate under the regulations set forth in the law; SDM) In our quest to organize our alternative learning centers in a way that contributes to the academic success of all our students, we

| | | | are engaging CASDA to support the ALC Principal as part of this work.

Algebra performance has remained low and not progressing for our students. To that end, the department will have access to a math consultant from CASDA to improve instructional delivery and student efficacy

We would like to continue to employ the CSCI as a way to monitor our progress; it is researched based and we have been using it over time. The Center for Human Services Research is assisting us in targeting Tier II in the RtI model as well as, lead us through the CSCI results using a DDI approach. The School Climate and Culture Committee will be establishing SMART goals and a plan of action as well as monitor the plan based on this partnership.

On May 4th and May 5th , 2015 the Alternative Learning Center participated in a School Readiness Assessment conducted by Mass Insight Education. During the course of the two days, Mass Insight Education conducted interviews with individual staff, students and district's assistant and superintendent to compiled data to construct a High-Performing, High Poverty (HPHP) School Readiness Framework. This framework provided base-line data and next-steps for the Alternative Learning Center. Mass Insight suggested that the following next steps:
- Site visit of schools in Boston, Massachusetts and Brooklyn, New York
- Set expectations for maintaining a |

| | | | high quality learning environment
• Clarify a core-set of school priorities and goals that can be tracked with data. (Example: Increasing student monthly attendance rate by 20% in each grade level)
• Create the internal systems to track the success of established priorities and goals. (Develop excel document that is used to track student attendance electronically to minimize inaccuracy.) |
| ii. For the key external partners funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance. | G | The University at Albany Center for Human Research provided services for program evaluation. | A standard PD survey has been developed and used over time by the PD committee. We will use it to evaluate the PD support from BOCES, Studio Classroom and CASDA.

The building principal will meet with the CASDA project manager on a regular basis to review completed work plans, agreed upon deliverables and budget. |

* 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.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the curriculum 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.	Y	We continued developing teachers in the RCD model with a focus on CTE, non-core subjects, and 9th grade courses. The CTE Department is submitting three programs for pathway approval. The 8th grade FACS teachers redesigned a unit of study that aligns to the Freshmen Seminar and our goal of preparing students to be college and career ready.	We have revisited the work of the past four years in the areas of instruction and assessment and the following will be part of stand-alone and embedded PD: Differentiated Instruction Protocols for examining student work Literacy skills (reading and writing strategies) Student engagement

		The Curriculum Audit Team (CAT) did not meet on a regular basis to give feedback to departments as well as, monitoring progress. They met to calibrate late spring. We will continue to use the BCTLs as the vehicle for teacher leadership in curriculum at the building level.	Collaboration in teams Building and district level leadership will ensure that a developed curriculum is in place and aligned with the Rigorous Curriculum Design (RCD) model, and aligned with Common Core, CDOS, & CTE standards through the following process: **CURRICULUM:** We have been developing high school curriculum using the Rigorous Curriculum Design model where the CCLS were unwrapped, prioritized and used to develop units of instruction. We use Rubicon ATLAS as the method of capturing this along with DI, SPED, ELL and engaging teaching strategies. The AHS Administrators have been doing classroom walkthroughs on a regular basis but not able to assess evidence of the impact of the curriculum or instruction. To that end, the School Improvement Team (SIT) made up of District and Building Administrators has committed to doing 4 walkthroughs a month where we drill down using a template to assess the presence of: CCLS, purpose, DI and Tier I classroom strategies and give appropriate feedback. The SIT will use this information to guide Department Meetings as well as, PD. Administrators will look at the curriculum on ATLAS before conducting the walk through. We developed and trained our BCTLs and other teacher leaders in a Curriculum Audit process to give feedback to the faculty who develop and use the curriculum. The faculty calibrated along the tenants of RCD. They are beginning this work over the summer and will be sharing results with the Building Curriculum Team for

			use in planning and updating curriculum.
ii. Describe the instructional strategies 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.).	Y	We continued the literacy strand from the 13-14 school year and a mandatory engaging strategies/AVID strand. We did not use APPR, CAT audits but did use BCTL members and PD survey results to develop and modify PD strands that connect to the CCLS. We began in CTE courses to integrate the CCLS shifts from the math curriculum into non-math courses where appropriate.	**INSTRUCTIONAL STRATEGIES:** Common planning time was put in the schedule for 14-15 but the teachers had a choice on whether to meet as "data teams". We developed the inter class visitation in lieu of teams as development during that period. After meeting with APTSA at the building level, it was agreed that teachers would meet two periods a week for the purpose of examining student work and implementing strategies and then returning to examine the progress students make. (DDI) We have the benefit of the full time Data Coach once again in the building in a space to support this work on a daily basis. The PD committee will offer opportunities to learn strategies, and methods to enhance teacher practice to meet the learners' needs. One day a week is available for inter class visitations and the other's for PD. We are working with APSTA on a way that one of the five days can support students…The professional development will include the topics listed below in the PD section: Close Reading, CER, DI, engagement strategies, direct instruction, AVID, how to use the NWEA data…

			APEX will continue to be used for seat time and unit recovery with a focus on the data; who is successful, etc. During the day and after school we will be using the Common Core Tutorials as well as, the AP courses for enrichment.

| 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 <mark>to increase learning time by extending the school day and/or year</mark>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time. | *Y* | We used the 13-14 student survey results to create enriching activities that best reflect interests and needs of students. Aligned and incorporated the 21st Century Learning grant into existing afterschool efforts for AHS. APEX has been absorbed by the District and will continue at AHS. Attendance at Extended day programs has been best in hands on sessions. The ELT committee has not met this year and we have lost momentum. | The CSDA will use funds to support Extended Learning Opportunities (ELOs) at AHS. Currently, AHS has a large variety of ELOs including clubs, sports, tutoring, APEX, mentoring, 21st Century Community Learning Center (CCLC) programs, and more.

The CSDA is committed to supporting ELOs at AHS, with a goal of 95% of every AHS student involved in at least 1 afterschool activity/week (Mon-Thur). For purposes of the funds, efforts will be targeted towards all 9th graders at AHS. Focusing on 9th grade students will build the culture of afterschool at the high school (specifically with the new, incoming cohort). In addition, efforts with help build towards exploring a comprehensive and formalized school policy which officially extends the school day and/or requires students to choose an afterschool programs/ELOs each year. Research and partner with local university to develop and deliver researched based tutoring/reading program.

Continue APEX during the school day for credit and unit recovery

Add APEX for original credit after school

Decrease tardiness to class through the use of the data protocol model at weekly attendance meetings

<mark>• Decent and equitable stipends for more clubs or ELT opportunities</mark> |

			• Substantial snack • Transportation for all – late tripper busses • Establish a timeline for APEX for original credit only • Clubs – identify chess, robotics, service learning - be clearer in definition
iv. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <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. *(Please see below for additional required information)* *	*R*	The teachers voted down "common planning time" but their schedules reflected opportunity for them to meet if they so decide. Data Coaches became part of the District's coaching protocols; we inconsistently used data to monitor and modify instruction.	The building aligned itself in a governance model that includes the following committees: Professional Development, Building Curriculum Team Leaders, School Climate, separate from Culture (new in 15-16) and ELT. We are currently using a Building Leadership Team model as the "ultimate monitoring group" but with receivership, it may be better to organize under the SDM model with the CET as the members. All committees, departments, like teacher teams, use data to plan and monitor progress and adjust where needed. Committees (ELO, Attendance, VADIRS, BLT, SIT, PD, SCCC) will continue to implement the data team model in setting and monitoring SMART goals. Common planning time 2 days per week- Teacher Teams using designated protocols for examining student work and performance. The SIT will monitor progress; prepare for a mid course correction. We plan to have the same expectations regarding data teams and common planning. Continue common unit and interim

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			assessments by department. ASAP reports for DDI provided to all teams aligned to administration times. Continue Data Coach protocols for DDI-breakdown data to the sub-group level for appropriate Supervisors and Directors to be responsible for leading their portion of school improvement efforts. Studio Classroom in Algebra. - Grade unit tests using REMARK – in house - Establish a structure for CET to get data and information from other committees - Useful data should be housed in a central location - Create a method of analyzing committee SMART Goals to progress monitor with alignment to metrics - Design a way to show/track the work that data teams are doing
v. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.	R	We did not continue to use the DDI model for attendance on a consistent basis. The two SIG Social Workers and Operations Principal along with the behavior specialist and psychologist began to develop a tiered intervention system for behavioral supports. We did not purchase the HERO program that would have recorded attendance at the classroom door, as a way to get the most accurate and real time data. We purchased People Track in May, which provides the capacity to do this. We did not continue to explore ways to employ Guidance Counselors in more "counseling" versus scheduling activities.	We subscribe to the use of data in developing our tiered interventions. We have worked over the past few years on identifying high referral students and high referring teachers as a way to design interventions and professional development. The AHS Administrative Team is working on merging the RtI protocols for "behavior" with the RtI model for academic supports. To that end, we are working with the University's researchers to look at student data to identify our Tier II students at each grade level (5% above and 5% below the proficiency "cut") as a

pool for the RtI Team to develop action plans that support each student as well as, progress monitoring mechanisms on a regular basis.

The School Counselors continue to use Naviance but in 15-16 will be using Signal Vine, a researched based method of communicating with students. (E-mail to text)

The Attendance Committee will meet weekly using a "DDI" model to identify and then provide support for students to attend school and class on a regular basis. By examining the data trends from the past four years, we have learned that our "pool" of daily attendance student needs are identified after the first five weeks. We will continue to use the strategies that work for this group of students we will be turning our attention to meeting attendance with a focus on period one and two. We will be using People Track to update attendance in real time to determine weekly what interventions are working.

Our prior "SIG Social Workers" are being trained in the Check and Connect model and will be implementing the program come September for Tier III students. They will continue to work with the other clinicians in the building as well as, the Operations Principal to build a Student Support Clinic.

The District needs to help AHS organize the myriad of Alternative Programming options for our students. We have several programs and locations that need to be assessed for efficacy.

			In the 14-15 school year, we officially rolled out "Falcon PRIDE" a matrix of pro social behaviors that were explicitly taught in the classroom setting. We used a "classroom managed" column in our VADIRS system to monitor what teachers were doing to handle challenging behaviors in their classrooms. We will continue to monitor the efficacy of our Classroom Management, Tier I, PD using this method. We continue to emphasize Tier I instructional and behavioral/classroom management strategies; Department planning will help teachers use what was developed in Rubicon ATLAS to deliver instruction that meet the needs of all as well as, specific learners in their classrooms . As part of our DDI method of examining referrals we learned that over 25% of the students referred were from the 9th grade SPED self-contained classrooms. We also learned that out of a cohort of approximately 50 students, only 5 made it to 10th grade (credit). We have moved the program to the ACTC and with the support of a Behavior Specialist, Psychologist and BOCES support will be developing standard operational procedures including routines, Tier I management strategies as well as, instructional protocols. Student progress will be monitored on a daily basis across a variety of domains. The team is scheduled to meet daily for the purpose of using the data to inform program and instructional decisions. • Build an accountability system to monitor ourselves and community partners

	 		• Build a peer mediation program through mediation matters • Hire an additional GED teacher • Get more monitors for safety and security through 10pm
vi. Describe the strategies to develop/sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.	*Y*	We administered the School Culture and Climate Initiative (SCCI) for a 5th year. We continued to delineate tiered interventions with an emphasis on the classroom level. We continued the SIG Social Worker position; the position has helped us learn what types of interventions our students benefit from as well as what type of group work is possible in this setting. We did not plan standard operational procedures in all our 12:1:1 and 8:1:1 classrooms that include a teaching component as well as a behavior modification and rewards program. We did continue to use the Behavior Management Specialist and Social Workers to support Tier I and II interventions. There were changes to the District's Code of Conduct late in the summer and we spent the year interpreting the code and managing the process.	Design Student Support Clinic NCBI model implementation for ESL; resurrect partners and folks already trained in NCBI i.e. SW, APD, etc. Develop and maintain a structure to account for data associated with improved school climate. ALC programming; align ALL alternative programs i.e. suspension programs, Night School, "choice"… Continue School Climate and Culture Committee meetings 1x per month and administer the School Culture and Climate Initiative (SCCI) for a 6th year. Administrator and faculty commitment to use data to eliminate hallway disruptions PBIS implementation of scripted 1st 7 minutes of class in every class –"what the 1st 7 minutes of every calls be… • Build an accountability system to monitor ourselves and community partners • Build a peer mediation program through mediation matters

			• Hire an additional GED teacher • Get more monitors for safety and security through 10pm **Receiver Addendum** **Create Alumni to HS mentorship program targeting African-American and Latino men and women** Mentorship programs for students of color need to be with former students and other adults who look like them. To create a culture of college going with students of color is imperative. It is important to not only increase graduation, but stimulate academic press, resilience and resolve through completion.
vii. Describe the formal mechanisms and informal strategies for how the school encourages parent/family involvement and communicates to support student learning, and how it will gauge parent and community satisfaction.	Y	We had a change in personnel; the District put the AHS Family Engagement Coordinator in the General Fund and a new Family Engagement Coordinator was hired. A Family Engagement Coordinator at the District level was also hired.	Curriculum nights for parents, families with teachers and administrators ESL-host regular parent engagement sessions Monthly parent information workshops conducted by the school level Family Engagement Coordinator promoting activities from the Parent Informational Resource Center Family Engagement Coordinator to conduct quarterly outreach meetings in community Family Engagement Coordinator will conduct monthly attendance outreach for parents based on attendance data to equip parents

			with strategies to help with getting their child to school.
			• Establish/provide budget for family/community engagement coordinator
			• ROBO call parents for events; SNN – consider weekend calls
			• Define curriculum night
			• Outreach to MS students/families for incoming freshman
			• Develop and improve relationship between PTSA and Booster Club
			• FCE coordinator needs an advisory board
			• PTSA should increase membership
			• Falcon 101 – teaching students/families how to meet expectations
			• Develop strategies to increase PTSA and Booster Club membership
			• TV Studio do announcements
			• Mandatory report card pick – up
			Receiver Addendum
			Targeted Recruitment of Families to attend outreach opportunities with a minimum of 10% of each teachers roster of students
			Our families continue to say that at AHS there

			is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success. **Staff participation in attendance or support of all outreach opportunities** Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success. **Create home visit outreach plan for purpose of report card delivery and partnership with families** Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success. **Establish communication and accountability structure with staff to create 1-1 contact with families** Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their

			most information from teachers and therefore this relationship is vital to the support structure for AHS and student success.

* 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 training, support, and professional development 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*	The PD Committee continued to meet but needed to re-build internal supports. The Committee created a PD Plan with topics (such as APPR, Technology, and AVID) and presenters at various times throughout the school year. All coaching was directed and monitored at the district level. AHS re-engaged Leadership and Learning Center for new teachers as well as, new teacher leaders.	ENL PD has SED mandates We have revisited the work of the past four years in the areas of instruction and assessment and the following will be part of stand-alone and embedded PD: Differentiated Instruction Protocols for examining student work Literacy skills (reading and writing strategies) Student engagement Collaboration in teams As part of a conversation with APSTA at the building level on June 26th where I asked for

two mandatory PD sessions a month (contractual is 1). Department Meetings are not mandatory, yet they are the vehicle where curriculum and assessment results are transformed into unit/lesson planning under the teacher and administrative leadership. For the past two years, we have developed a series of PD 3 session "strands" that have been well received and formed a basis for ensuring the faculty be exposed to high impact strategies and practice. APSTA agreed to move Department Meetings into the contractual PD category as well as, commit to participating in strand PD on their own accord. The AHS PD Committee met on 7/21 to solidify the structures in which the faculty and staff will continue to access development in the following structures: embedded ELA, Math and Data coaching; Algebra Studio Classroom; "drop in center" for mini lessons i.e. Rubicon ATLAS, continue the highly regarded "strands", continue the mandatory, structured inter class visitations (during the common planning time that was scheduled for teachers) started in the 14-15 school year.

The PD committee agreed to focus on topics with high effect size as well as, that when polled, the faculty felt was valued. As part of the APPR process the AHS Admin Team will be trained in "heat mapping" this year and will be able to examine our teachers' performance across elements to determine need. Topics include: DI, DDI, protocols for examining student work, Close Reading, Content Enhancement Routines, Student Engagement, AVID, Classroom Management

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.	*Y*	The collaborative PD team at the building level surveyed all participants after each strand regarding the usefulness as well as whether or not they employed the method and the results of using a strategy. The committee did not look to student data as well as, APPR data to drive professional development.	Mandatory PD is sectioned into three month "courses" on a topic. Coaches, building administrators and peer to peer visits Exit tickets are part of each PD session. We will continue using the PD questionnaire drilling down to specific reporting on how and when you will be using what you learned-what is observed through learning walks and walk throughs. There would be expected changes in student performance based on changed teacher practices resulting from the specific PD.

Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the "School Overview" section of the original SIG application.	*Y*	Some key strategies were: a.) RCD, CFA and Data Teaming; restructure the VADIR Assessment and Attendance Teams under the SC3 Action Plan; and c.) change the AHS SIM position to "Operations Administrator" to support school climate in a more unified way building-wide.	Five years ago we began to organize around the components of the JIT Report. i.e. PD, SPED, ESL, Curriculum and from there developed the organizational chart with the BLT as the monitoring/governing body as it reflected the components of SDM. 2014-15 the structures did not operate with fidelity. Indicators from last school year are flat; data was not used in the DDI process and there is a need to resurrect certain sub-committees to organize around the work that needs to get done. In addition, each committee and or department is structured for an "early win", SMART goal and accountability "cycle" along with intermediate benchmarks. As in all years

			prior, we are planning for a mid-course correction in January 2016 based on the data until that point.
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.	*Y*	The following did not occur: a.) Increased student attendance through the purchase of Hero and focused efforts from SC3 and Attendance Committee; b.) Stable teacher attendance rates through effective leadership and supports, as well as effective professional development; c.) Reduced office discipline referrals through strengthening the tiered intervention model and purchase of Hero; and Some increase in extended learning time through the support for quality afterschool programming including APEX, ESLAP, and alignment of 21st Century Learning funds.	Significant wins include: • Period by period attendance increase • Reduced discipline • Increase in number of freshmen and sophomores participating in ELT • Increase in teacher handled discipline
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.	*R*	Did not occur: We will need to identify on a calendar what data committees and teams need for the Director of Data and Assessment and build the internal capacity of teachers and leaders to action and use the data for monitoring program and progress.	Leading Indicators consistent with Receivership Demonstrable Improvement Metrics Monitor daily and period by period attendance using the Data Teams model on a weekly basis (@ committee) and the development and assessment of tiered interventions. Monitor referral data on a bi-weekly basis; continue to educate teachers on Tier I, classroom interventions. Monitor 5 week interim reports (as well as, attendance and referral data) at the monthly Building Leadership Team meetings.

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes</u>, <u>alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	*Y*	SIG funds were expensed to support the following activities under the Transformation Model: **1.) Developing and increasing teacher and school leader effectiveness** • Leadership and Learning Center provided curriculum and common assessment professional development for teachers, new faculty. • CASDA provided quarterly leadership retreats and executive coaching; we did not expense the amount we projected in curriculum writing based on the CASDA Curriculum Audit work of 13-14. • Contracted with Center for Secondary School Redesign to support leaders and teacher teams at the Alternative Learning Center (ALC), not all anticipated funds expensed. • Provided travel to National Alternative Education Conference in March 2015 for principal and 2 staff to glean new practices and strategies to better serve students at the ALC. **2.) Comprehensive instructional reform strategies** • UAlbany, CHSR provided services for program evaluation in order to provide quantitative feedback on the effect of instructional strategies on student achievement. • Administered the School Culture and Climate Initiative survey and services • Purchased SAT Prep web-based course subscription • Purchased netbooks for students at the ALC **3.) Increasing learning time and creating community-oriented schools** • Hired extended learning afterschool tutors to assist students afterschool. • Hired 2 extended day hall monitors • Hired a food service worker to prepare and serve afterschool snacks to students, where food often provides an incentive for staying after school. • Hired social workers to address social-emotional health in students, one social worker to serve as Community Intervention Coordinator
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 *See attached document with CSDA data.*				N/A	🟨	The Attendance Committee met and used the tiered model and data-informed decision making to address student attendance.	The upgrade of People Track and related implementation will allow administrators and staff to collect attendance information electronically and create reports in real-time: five week identification of "daily attendance"; tier and interventions; period by period attendance.
Teacher Attendance *See attached document with CSDA data.*				N/A	🟩	The CSDA's Human Resources Department sent daily teacher attendance reports to the principal and the principal sent attendance letters to teachers every ten days.	The HR Department will continue HR strategies and public posting of targets. Explore program to best sort teacher absences.
Office Discipline Referrals *See attached document with CSDA data.*				N/A	🟥	The Academy Principals, Attendance Committee, School Culture and Climate Committee (SC3) continued to teach and re-teach Tier 1 (or general, building-wide) behavioral expectations and "Falcon PRIDE" to reinforce positive behavior. The building sought to establish and strengthen Tier 2 interventions and continue focusing on social-emotional health in students to prevent discipline referrals.	The Academy Principals, Attendance Committee, and SC3 will continue to focus on Tier I classroom strategies, monitor Insubordination, and specific referral types regarding the type of infraction and why.
Extended Learning Time	52	55	123	N/A	🟨	The 21st Century Learning Grant and the Coordinator position continued to operate, serving 48 students over the summer and school year who participated in over 35 sessions or 50 summer hours. The 21st Century Learning Advisory met four times this year as a committee comprised of school representatives and community members to provide input and guidance. 21st Century funds and efforts continued to align with other funds for afterschool programs such as APEX and ESLAP.	See more listed above. AHS will continue to offer diverse afterschool programming such as clubs, sports, tutoring, APEX, mentoring, 21st Century Community Learning Center (CCLC) programs. The CSDA is hiring a new district-wide extended day coordinator to assist with the coordination of out of school time efforts at AHS and all buildings, and interact with community partners. A part-time Extended Learning Site Coordinator will specifically focus

						on coordination and recruitment of afterschool activities for students. In order to promote an extended learning culture, AHS will specifically target 9th graders to participate in an extended learning activity, with various Falcon PRIDE incentives. These efforts will build towards exploring a comprehensive and formalized school policy which officially extends the school day and/or requires students to choose an afterschool programs/ELOs each year.