

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

School:	Philip J. Schuyler Achievement Academy	District:	City School District of Albany
BEDS Code:	010100010043	District Contact:	Eileen Leffler
Enrollment:	250	SIG Model:	Transformation
Grades Served:	Prek-5	Cohort:	4

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	The Assistant Superintendent for Instruction, Ken Lein was responsible for coordinating district turnaround efforts and providing oversight and support.	The Assistant Superintendent for Instruction, Tonda Dunbar <u>Cecily Wilson-Turner</u> will be responsible for coordinating district turnaround efforts and providing oversight and support.
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	Y	The Assistant Superintendent met with the building principal throughout the school year and participated in Building Leadership Team meetings, which meet monthly. He served as a member of the School Improvement Team which included the ESL Director, Assistant	The Assistant Superintendent will meet bi-weekly with the building principal, to provide coaching and support for frequent monitoring of the impact of the School Improvement Plan. In addition to the bi-weekly meetings between the Asst. Supt. and the building principal, a School

<p>should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>		<p>Director of Special Education, ELA and Math Supervisors and the Director of Curriculum and Instruction. The SIT team met 3 times so far this year.</p> <p>The Building Principal and School Improvement Director also participated in monthly meetings with the Assistant Superintendent and/or the Superintendent bi-monthly in addition to participating in Learning Walks with other administrators to enhance their Instructional Leadership skills.</p>	<p>Improvement Team meeting will be held at least once a month with appropriate district staff in attendance with building administrators. Those individuals will consist of the Assistant Superintendent, DCI, the ILD, SPED Director, Director of PPS, Director of ENL, Building Principal, and the School Improvement Director. This will help ensure that the instructional plan will be implemented fully in the 2015-2016 school year and provide a platform for identifying challenges and obstacles, and problem-solving around those challenges and obstacles. The agenda will be created by the building principal and the Assistant Superintendent with input from anyone on the team and minutes of the meetings compiled and disseminated to ensure that action steps and persons responsible are identified and held accountable for the follow-through report. Partner organizations will provide bimonthly summaries of all meetings and activities, (including agendas) conducted to support program implementation.</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
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>	G	<p>The Center for Education Leadership (CEL) at the University of Washington has served as our primary partner in the continuation of the Studio Classroom Model. They are nationally recognized experts who have successfully assisted other schools and districts in closing the achievement gap. They are in their second year of support due to the promising results we achieved with the first year of Math Studio professional development. K-2 teachers, instructional coaches and principals participated</p>	<p>The partnership with The Center for Educational Leadership will continue to provide professional development through the Studio Classroom model. Teachers in K-2 will continue with Math and Literacy facilitated by the CEL consultants. Teachers in Grades 3-5 will begin the Literacy Studio facilitated by the CEL consultants. The ELA and Math Coaches will continue to receive support from the CEL consultants so that they can serve as lead facilitators between CEL studio sessions.</p>

	<p>in Literacy and Math Studio sessions. They received five, two day sessions (total of 10 days) for each content area. Teachers in grades 3-5 participated in a second year with five, one day sessions. The ELA and Math coach received four additional days of training to support their ability to serve as effective instructional leaders of the Studio Model.</p> <p>The Boys and Girls Club of Albany and the Capital District YMCA provide enrichment services to students in our Extended Day Program. They are two of the leading providers of afterschool services in our city and have a strong history with the families in our community. Both programs provide enrichment activities that foster student experiences and support academic development. They also include a Family Engagement component to their programs where families are invited to participate in activities and/or watch student performances.</p> <p>Parson’s Child and Family services provides us with two fulltime Social Workers (.5FTE is in the SIG grant). This enables us to provide social emotional support to children and families. It provides families with therapeutic interventions and access to social services.</p> <p>In addition, we consulted with an educational group called Mass Insight. They conducted a comprehensive school review that included meeting with teachers, parents, community partners, students and support staff. They conducted classroom visits and a staff survey and while they are not a long term partner, their insight and research based recommendations for improvement are key to our school improvement efforts. The final report outlined</p>	<ul style="list-style-type: none"> • <u>Focus efforts on Teacher Instruction as it relates to Gen Ed ELA and Math</u> • <u>Explore new means of improving student stamina in the areas of reading and writing, test taking - especially student ability to decode test questions (Investigate issues of student vision)</u> • <u>Commit to Differentiated Instruction</u> • <u>Adapt instruction to student learning styles</u> <p>The Boys & Girls Club of Albany and the YMCA will continue to provide enrichment services to students in our Extended Day Program. The Boys & Girls Club’s Education Director has access to our Common Core aligned curriculum and will continue to develop enrichment opportunities that align with the learning students experience during the school day.</p> <p>Parson’s Children and Family services will continue their support services to students and their families.</p> <p>In the Spring of 2016, the Building Leadership Team will revisit the Mass Insight report to assess progress towards the priorities established for the 2015-2016 school year and seek to establish new priorities that were outlined in the report for future planning.</p>
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<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>	<p>G</p>	<p>Participant surveys are reviewed after the Studio Sessions as a feedback mechanism for planning future sessions in response to teacher needs. In addition, the ELA and Math Coach are able to provide ongoing support to teachers between studio sessions.</p> <p>The Boys and Girls Club and the YMCA provide data for quarterly SIG reports and participate in bi-monthly meetings to provide program updates and ongoing planning.</p> <p>Parson’s staff meets biweekly with the Behavior Intervention Team and monthly with the Building Principal, School Social Worker, Behavior Specialist and School Psychologist to review the progress of Tier 3 students and the</p>	<p>Participant surveys will continue to be reviewed after the Studio Sessions as a feedback mechanism for planning future sessions in response to teacher needs. In addition, the ELA and Math Coach are able to provide ongoing support to teachers between studio sessions.</p> <p>The Boys and Girls Club will continue to provide data for quarterly SIG reports and participate in bi-monthly meetings to provide program updates and ongoing planning.</p> <p>Parson’s staff will continue to meet biweekly with the Behavior Intervention Team and monthly with the Building Principal, School Social Worker, Behavior Specialist and School Psychologist to review the progress of Tier 3</p>

		supports they and their families need to increase opportunities for success.	students and the supports they and their families need to increase opportunities for success.
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

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 <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.	G	<p>The Math Curriculum has continued to be revised and updated to increase alignment with the Common Core Standards for Mathematics. The curriculum was developed using the Rigorous Curriculum Design model and included components such as the priority standards, supporting standards, unwrapped content & skills, vocabulary, themes, pre/post assessments, and resources to support the implementation of the Common Core Standards. This work was completed by district math coaches and shared with staff during curriculum rollouts and by the building the math coach throughout the year. This included accountable talk, models in math, increasing math discourse, etc. Next year work will continue around the refinement of the local math curriculum. The efforts will focus on the increased alignment of the performance tasks and pre/post assessments. Further development and identification of strategies to support all learners will also be refined. Math Studio will continue for grades K-2 with continued emphasis on various strategies to increase student engagement and ultimately</p>	<p>Continue refinement of the local math curriculum. The efforts will focus on the increased alignment of the performance tasks and pre/post assessments. Further development and identification of strategies to support all learners will also be refined. Math Studio will continue for grades K-5 with continued emphasis on various strategies to increase student engagement, depth of understanding and discourse in the area in Math.</p> <p>In ELA the use of Edmodo will be implemented to allow grade level teachers to share resources and ideas district-wide. It will also allow for resources to be added to units as they are shared & discovered and enable teachers to provide feedback regarding the units of study to continue to ensure we have a well aligned and effective ELA curriculum.</p> <p>An “Overview- At a Glance” will be created for all units which will include priority and supporting standards by week & also list mentor texts. A revision of the Social Studies curriculum will also occur and will include an integration of the Social Studies content into the ELA units of study.</p>

		<p>internalization of concepts.</p> <p>In ELA a completed draft of a 4 unit ELA CC aligned curriculum focused on using the Balanced Literacy Framework. The Units include:</p> <ul style="list-style-type: none"> -prioritized Common Core Standards -unit overviews -performance tasks -resources and websites -mentor text and vocabulary -writing calendars -rubrics for writing -grades 2-5 include pre- and post-tests <p>The Units the following:</p> <ul style="list-style-type: none"> - teacher choice and planning -themed planning -differentiation (flexibility in teaching the standard) -planning around a standard- flexibility in choice of materials and instructional delivery -standards stretch across grade levels (where appropriate)– allowing special education teachers and ENL teachers to address the same standard at varying grade levels of instruction <p>All grades implemented to the newly aligned units of study in ELA and in Math teachers in Grades K-2 implemented the Math units of study. Teachers in Grades 3-5 continue to implement the NY Engage Math modules.</p>	
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6</p>	<p>G</p>	<p>During Common Planning, grade level teams review data and analyze student work. The teams, along with the support of the ELA and</p>	<p>Grade level teams will to meet and utilize their common planning time to determine strategies that will be implemented to increase student</p>

<p>instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>	<p>Math Coach identify the needs of students based on the data and student work, review instructional strategies that were implemented, determine the impact of the strategies and select new strategies to increase areas of weakness. This occurs on a weekly basis. Strategies are selected based on the work of the Studio Classroom professional development, coach support and from previously implemented strategies that have yielded positive outcomes for students.</p> <p>Teachers also use the results from NWEA to provide students with targeted skill practice using the online program Reading Eggs (Grades K-2) and Study Island (Grades 2-5)</p>	<p>performance. The data used to make a determination will continue to results from the formative assessments given during the units of study and student work. Students will continue to use the online programs Reading Eggs and Study Island for additional practice. The skills in these programs are aligned to the NWEA benchmark assessment.</p> <p><u>Special area teachers will work with the Literacy Coach to embed identified literacy skills and practices into their content areas in alignment with the Common Core standards.</u></p>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>	<p>G</p> <p>There were significant changes to the staffing and structure of the Extended Day program. Students received one hour of tutoring support occurred through a center-based model which includes the use of the Study Island online program which is aligned to their individual NWEA assessments. They participated in a guided reading group and using the resources from Reading A-Z to focus on skill practice.</p> <p>The Boys & Girls Club had their Site Leader’s hours increased from 30 per week to a full-time, 40 hour per week position. This extra time will give the Site Leader the opportunity to establish connections with the school, meet with administrative staff, and connect with school teachers. The Site Leader used this time to expand her knowledge and understanding of school day programs to ensure we align our after school curriculum with district requirements.</p> <p>An Education Director was hired to oversee the after school program and help successfully</p>	<p>The structure for learning time will remain the same for the 2015-2016 school year. Students <u>in the Boys and Girls Club (88 students) will continue to receive an half- hour of tutoring from teachers who work directly with them at SAA. In the past, the tutors who were hired were teachers from outside of the district or building substitutes who were not involved in the day to day instruction. Teachers will be able to use data from multiple sources (running records, AIMSweb, NWEA MAPs, common formative assessments and summative assessments to provide targeted support to students in the Extended Day program. Enrichment activities will continue to be provided for the duration of the Extended Day program</u> using the center-based model and 1-2 hours of enrichment activities. The SAA SIG Director, The YMCA and Boys and Girls Club are members of Albany Promise which has a focus on out of school time. This group will continue to meet to identify and implement promising strategies for increasing student achievement in the Extended Day Program. As</p>

	<p>incorporate Common Core and school day standards into our daily curriculum. The Education Director was responsible for helping Program Assistants with lesson plans, program implementation and proper classroom management skills during the enrichment component of the Extended program. This position requires a NYS Teaching Certificate. Program Assistants received support and training regarding enrichment activities and PBIS to align with the school's academic and behavioral efforts.</p> <p>The YMCA also offered center-based activities in the areas of Reading, Math and Science. They provided homework support and enrichment activities.</p>	<p>a result of this partnership, the programs have access to the district's online curriculum to increase the alignment of instruction between the school day and the Extended Day program.</p> <p>We are in conversations with the Reading Department at the University of Albany to establish a partnership where they offer a course in Literacy that is held at our school. The students in the course will provide tutoring support to some of our Extended Day students as a requirement for the course and as a component of their overall evaluation of their performance in the course. We are looking to begin this partnership in the Spring of 2016.</p>
<p>iv. Describe the school's functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>	<p>G</p> <p>The efforts and accomplishments to date with building a data driven culture at SAA have resulted in the heightened awareness and increase in skills for understanding the value and use of data to inform instruction for student results. The RtI Data-Cycle at SAA is well established. There is a dedicated RtI Data Team that provides support to grade level teams and teachers to analyze the available data from the existing assessments. This team has and continued to receive training on AIMSweb, data analysis, intervention grouping, and target skill identification. The district also has an RtI Data Coordinator who supports SAA's RtI team within the areas of fidelity of assessment and intervention, Tier 1 teacher supports, team organization and planning, and embedded professional development for intervention support. There is an RtI Handbook supports that supports this work. While the intervention data-cycle is well-established, SAA implemented Professional Learning Communities (PLC) across all teaching staff so</p>	<p>Teachers will continue to implement the data team cycle and receive additional training to enhance their ability to effectively engage in this practice. They will also receive support from the ELA and Math coaches on the effective use of their NWEA results to target students' needs and to engage students in the practice of goal setting and ongoing progress monitoring.</p> <p>Teachers were <u>were</u> organized in grade level bands, K-1, 2-3, 4-5 for the purposes of common planning and meet weekly. <u>This year, grade level teams meet separately, but the schedule has been developed to allow grade level bands to meet as necessary.</u> This provides opportunity for effective planning based on student data and student work. This protocol will continue for the next school year.</p> <p><u><i>To be negotiated with Teachers' Association: All teachers, including special area teachers will engage in a full coaching cycle with the ELA and Math coaches. In the past, this level of support</i></u></p>

		<p>that a culture of data to drive instruction, select instructional strategies and improve professional practice is established and functioning throughout the school year. Teacher PLC-Data Teams have dedicated time to implement the identified Data Protocol. These dedicated times include a weekly forty minute common planning time for grade level teams. These times are utilized for the Data Driven Inquiry (DDI) cycle, review of student work and professional development and support from the ELA and Math Coach. For continuity and support teachers have received additional training on analyzing student work and effective data teaming.</p> <p><i><u>has been voluntary. The cycle will enable teachers to identify an area of practice that needs further development as evidenced by student data.</u></i></p> <p><i><u>The Building Leadership team will identify data to be collected in order for teachers and students to monitor short and long-term goals. All classrooms will implement the use of data folders.</u></i></p> <p><i><u>Each grade level will have a display that acknowledges student achievement (academic, behavioral and attendance goals).</u></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>G</p> <p>SAA implements a Response to Intervention Program (RtI) for ELA consistent with the part 100.2 Commissioner's Regulations and is available to all students in grades K-5. Students are identified for additional support/intervention based on multiple assessment data points including AIMSweb and NWEA MAPS. The principal and school's RtI Team along with grade level teachers review the benchmark results for students to identify appropriate interventions, ensure services are implemented and progress monitored. This year, in addition to implementing the intervention supports for Tier 2 and 3 students, SAA implemented a Tier 1 protocol which includes a comprehensive review of data for all students and the development of intervention plans for students within each classroom. Teachers received support from the Math and ELA Coach in differentiating instruction to meet the needs of students based on the Tier 1 plans and strategies for instruction.</p> <p>The building level Behavior Intervention Team (BIT), a subcommittee of the Positive</p>	<p>SAA will continue to implement and refine the implementation of the RtI and PBIS models of support. There is an RtI and PBIS Coordinator who serves as the school representative on the district's RtI and PBIS Committees. They participate in professional development at the district level and turn-key training and new protocols to members of our staff on an ongoing basis. This process will continue for the upcoming school year.</p> <p>The RtI team will continue to engage in an analysis of multiple assessments to identify students who need Tier 2 and Tier 3 intervention supports. A Reading Teacher will be assigned to each grade level to target these individual students and to provide both in class and pull-out support aligned with the work of the classroom teachers to ensure continuity of instruction and skill development. The PBIS committee will continue to improve upon the implementation of Tier 1 and the Behavior Specialist, along with members of the Behavior Intervention Team will continue to support students who need Tier 2 (Check-in/Check out</p>

		<p>Behavioral Interventions & Supports (PBIS) Team, is responsible for the review of referrals for social/emotional and behavioral support. This team is supported by Parson’s Child and Family Center. Referrals, recommendations and services are conducted through the BIT consistent with the RtI Plan system and fully supports the Positive Behavioral Interventions & Supports (PBIS) framework implemented school wide. The RtI for ELA meets weekly and the PBIS and BIT teams meet biweekly to review data and identify strategies for meeting the individual needs of Tier 2 and Tier 3 students.</p> <p>One significant challenge faced this year is that district dismantled it’s alternative program for elementary students. As a result, the teachers and members of the school’s support time have dedicated an incredible amount of time to students with significantly challenging behaviors and who account for approximately 50% of the ODRs.</p> <p>Teachers, administrators and members of the Support team will attend trainings during the summer focused on meeting the needs our most behaviorally challenged students.</p>	<p>intervention support and Tier 3 FBAs & BIPS).</p> <p>The RtI, PBIS, and BIT meet on a bimonthly basis to review implementation, impact on student interventions and review data.</p> <p>Priority 2 Develop quantifiable school improvement goals that align to a targeted school mission and vision that are clearly communicated to staff and students: Increase ownership of all school-wide goals outlined in the school improvement plan.</p> <p>Action Step 1 Establish milestones to ensure that they are continuously reaching for both long-term and short-term goals.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Classroom and Reading teachers will use AIMSweb benchmarks aligned to Tier 1 support plans -Conduct a review of the new NWEA Progress Monitoring Tool to increase monitoring of student progress <p><u>The school has established an attendance committee to develop proactive strategies for increasing student attendance and developing a protocol with supports for students with chronic absences.</u></p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school’s approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>G</p>	<p>SAA continues to implement the Positive Behavioral Interventions & Supports (PBIS) framework school wide, use data for decision making (VADIR data, number of students earning incentives and school wide surveys, and behavioral screening data) and determine behavioral supports and interventions from the school Social Worker, Behavior Intervention Specialist or Parsons School Based Support Services for students who do not respond to the school wide interventions. SAA has selected</p>	<p>Continue to increase the fidelity of Tier 1 in PBIS model and expand interventions available to students in Tier 2 and Tier 3. In addition, based on the school review we had conducted by Mass Insight the following efforts will occur this summer and throughout the 2015-2016 school year.</p> <p>Priority 1 Establish systems to maximize staff capacity to address and prevent student behavioral “crisis” situations: Establish a plan that staff can</p>

	<p>the Check-in/Check Out model to support those students who need Tier 2 intervention and as a supplement to the Primary/Universal PBIS program, SAA began implementing the <i>Second Step Social Skills program Prek-5</i> as a component of the morning program each week. The purpose of the program is to provide reinforcement at the classroom level for social-emotional and self-regulation skills. The intent of the two tiered approach (<i>PBIS + Second Step</i>) is to reduce the incidence of behavior issues and referrals and equip all students with the strategies for meeting behavioral expectations so they can access their learning.</p> <p>The Home School Coordinator has supported student discipline and developed relationships with families so that they are aware of the interventions and supports being provided to their child at school and have an understanding of how to provide follow-up support at home. The Home School Coordinator also serves as a resource for home visits and assisting families in accessing mental health and other social service supports.</p> <p>The Behavior Specialist continues to focus her support on Tier 2 and Tier 3 students and provide support and training to classroom teachers to effectively provide intervention to students. Our community partner, Parson's Child and Family Center, will continue to provide support to Tier 2 and Tier 3 students and their families who require mental health and other community supports.</p>	<p>implement to support students that are exhibiting severe behaviors.</p> <p>Action Step 1. Develop and Implement trainings as a part of the full faculty meeting or grade level meetings to provide teachers with concrete behavior management protocols for students who exhibit severe behaviors. Utilize the school's behavior specialist to support the training design and implementation, and the school's principal to monitor fidelity of application.</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> -Identify professional development focused on supporting students with mental health needs - Use the Train the Trainer model to provide Therapeutic Crisis Intervention for Schools training to staff (de-escalation) <p>Action Step 2. Develop a school-wide consequence continuum that clearly defines consequences for major (office referred) and minor (staff managed) infractions. Include continuum in above trainings.</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - PBIS Committee will develop a consequence continuum - PBIS representatives will develop a continuum of consequences for behavior and provide a training to all staff on the continuum <p>Action Step 3 Focus on proactive measures to reduce the number of students with behavioral challenges.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Provide to all staff professional development on Tier 1 strategies that support implementation across all environments <p>Progress will be monitored through a review of</p>
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			<p>weekly office discipline referrals and a review of data for Tier 2 and Tier 3 monthly</p> <p>Priority 2 Develop quantifiable school improvement goals that align to a targeted school mission and vision that are clearly communicated to staff and students: Increase ownership of all school-wide goals outlined in the school improvement plan.</p> <p>Action Step 1 Establish milestones to ensure that they are continuously reaching for both long-term and short-term goals. -Classroom discipline referral data will be reviewed for all classes</p> <p>Progress will be monitored through a review of NWEA ELA and Math Winter and Spring benchmark and interim data and a review of weekly office discipline referrals each month.</p> <p>(See attached SIP for more detail about additional priorities set for school improvement this year based off of our school review).</p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>	<p>Y</p>	<p>SAA also adopted a new model for engaging parents, the Academic Parent Teacher Team model whereby parents were given their child’s fluency data in Reading and in Math and provided instruction on how to support and monitor their child’s progress. This year we offered two APTT activities. In addition, we held our traditional Open Houses, Parent Teacher Conference Days, School Carnival, Kindergarten Welcome, and Take Your Child to Work Day, Family Lua Dance and in partnership with our YMCA partners, a fashion show and Metric Olympics event. The PTA continues to meet monthly where parents receive updates on our SIG priorities (data) and</p>	<p>We will continue to provide a calendar of events for the school year which include opportunities for parents to remain informed about their child’s progress. We will also provide events that offer students and families to build stronger relationships with the school staff. All events will provide information that parents can take home and use to benefit their child’s academic performance and/or supports for the family (i.e. academic activities, resources and opportunities in the community).</p> <p>We will continue to partner with our Extended Programs to coordinate events and activities to ensure that all parent engagement activities</p>

	<p>plan school activities.</p> <p>In addition, our Extended Day partners have offered family activities for those families whose children participate in the afterschool program. They have included Meet & Greet Parents/Candy Apple Decorating Talent Show Valentine’s Day Talent Show Thanksgiving book give away and read a long Thanksgiving dinner Lua Fashion Show Movie Nights Black History month science fair Black History Month End of Year Party</p> <p>A parent survey was conducted after our first APTT event and as a result we have varied the times of events this Spring to respond to their feedback. Parents also participated in the school review process and provided feedback to the reviewers.</p> <p>We continue to use flyers, monthly calendars and letters home as a primary means of communication. At this time we continue to gauge parent satisfaction by the number of participants at events. We have learned that parents are more likely to attend activities when their child is receiving recognition and/or performing.</p>	<p>provide families with resources to support their child’s and their family’s success.</p> <p>We continue to gauge satisfaction by the number of parents who participate in events. This summer we are looking at creating a schedule of events that occur both during the school day and after hours based on the survey feedback. In addition, we are looking at including opportunities for students to showcase their learning during events more often to increase parent/guardian attendance at events.</p> <p><u>The Community Engagement Team has made the following recommendations to the Superintendent:</u></p> <ul style="list-style-type: none"> — <u>Focus efforts on Teacher Instruction as it relates to Gen Ed ELA and Math</u> — <u>Explore new means of improving student stamina in the areas of reading and writing, test taking— especially student ability to decode test questions (Investigate issues of student vision)</u> — <u>Commit to Differentiated Instruction</u> — <u>Adapt instruction to student learning styles</u> • <u>Transform traditional Parent-Teacher Conferences to Student led parent-teacher-student conferences</u> • <u>Conduct parent workshops (or phone conferencing/calls) on a “parent contract,” which identifies what the school needs</u>
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			<u>parents to do in our partnered-effort to educate their children (Contracts should have multiple options)</u>
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* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and 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.	G	<p>Provider: Center for Educational Leadership</p> <p><u>Continued and Expanded the Studio Classrooms in Literacy and Math</u></p> <p>Teachers, Instructional Coaches and Principals developed a shared understanding and shared instructional practices in elementary literacy in a continuation of the K-2 Studio and will implement new learning through a literacy studio professional development model.</p> <p>Studio and Resident Teachers implemented strategies from the Studio PD sessions in their own classrooms. Each Studio Teacher completed 1-2 cycles of inquiry that demonstrated improvement in the literacy and math practices.</p> <p>The NWEA local assessment was reviewed during the Winter and Spring to determine whether the change in teacher practices had an impact on students' abilities to meet or exceed</p>	<p><u>Continue the Studio Classrooms in Literacy and Math</u></p> <p>Teachers in grades K-2 will receive their 2nd year of support in the model in both Literacy and Math. Teachers in Grades 3-5 will receive their 1st year of support in Literacy and 3rd year of support from the Math Coach in Math. The ELA and Math Coaches will have continued support from the CEL consultants to ensure sustainability of practice of the Studio model.</p> <p><u>Reading teachers will participate in all ELA Studio Classroom sessions this school year.</u></p>

<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p>G</p>	<p>their NWEA goals.</p> <p>The training schedule was as follows: September 14: 3-5 Math September 15 & 16: K-2 Math September 22 & 23: K-2 Literacy October 14: 3-5 Math October 15 & 16: K-2 Math October 22 & 23: K-2 Literacy November 3: 3-5 Math November 4 & 5: K-2 Math December 11 & 12: K-2 Literacy January 6: 3-5 Math January 7 & 8: K-2 Math February 11& 12: K-2 Literacy February 23: 3-5 Math February 24 & 25: K-2 Math March 9 & 10: K-2 Literacy May 14 & 15: K-2 Literacy May 18: 3-5 Math May 19 & 20: K-2 Math</p> <p>K-2 received 10 days of Literacy Studio and 10 days of Math Studio</p> <p>Grades 3-5 received 5 days of Math continuation support</p> <p>The ELA Coaches and Math Coaches, who participate in the grade level Studio sessions, also received additional training on how to support teachers through the Studio Model. These trainings occurred on the following dates: Literacy Coaching: October 30, December 5, Jan. 29 and March 27. Math Coaching: October 17, November 6,</p>	<p>The training schedule is as follows: September 21 7 21: 3-5 Literacy October 19 & 20: 3-5 Literacy October 21: K-2 Literacy October 26: K-2 Math December 1: K-2 Math December 14: K-2 Literacy January 11-12: 3-5 Literacy January 13: K-2 Literacy February 29-March 1: 3-5 Literacy March 2: K-2 Literacy March 21: K-2 Math May 9 & 10: 3-5 Literacy May 11: K-2 Literacy May 23: K-2 Math</p> <p>K-2 received 5 days of Literacy Studio and 5 days of Math Studio</p> <p>Grades 3-5 received 10 days of Literacy of support</p> <p>The ELA and Math Coaches will participate in all sessions and provide support for ongoing implementation between sessions. The Coaches will also have access to the consultants on a virtual basis when needed.</p> <p><u>Building administrators will provide informal feedback to classroom teachers using a walkthrough tool based on the 5 Dimensions of Teaching and Learning. The Building Leadership team chose to focus on the area of “Classroom Environment and Culture” for this school year.</u></p>
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		<p>January 9 and May 21.</p> <p>Surveys are completed after each session and are used for planning and providing feedback to the building coaches who provide support during the interim periods of the Studio Sessions.</p>	<p><u>To be negotiated with Teachers' Association: Teachers will include agreed upon elements of lesson plans to ensure that planning is aligned with the Common Core Learning Standards and the expectatations of the DTSDE Tenet 4.</u></p> <p><u>To be negotiated with Teachers' Association: Teachers will participate in 2 peer review cycles where they observe their colleagues and provide informal feedback.</u></p>
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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.	G	<ul style="list-style-type: none"> • Convene Building Leadership/School Improvement Team (BLT/SIT) monthly • Provide ongoing professional development outlined in the plan • Implement ELA and Math Curricula to CCLS reflective of NYS ELA and Math modules • Extended Day Program Alignment with School Day • Strengthen Family and Community Engagement • RtI for Behavior • Deploy all resources to support the program plan 	<ul style="list-style-type: none"> • Convene Building Leadership/School Improvement Team (BLT/SIT) monthly • Provide ongoing professional development outlined in the plan • Implement ELA and Math Curricula to CCLS reflective of NYS ELA and Math modules • Extended Day Program Alignment with School Day • Strengthen Family and Community Engagement • RtI for Behavior • Deploy all resources to support the program plan
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	G	<ul style="list-style-type: none"> • Increased teacher and student attendance • 50% of students accessing the extended day • Decrease in discipline referrals 	<ul style="list-style-type: none"> • Increased teacher and student attendance • 50% of students accessing the extended day • Decrease in discipline referrals

plan.		<ul style="list-style-type: none"> • Student growth on NWEA benchmark assessments 	<ul style="list-style-type: none"> • Student growth on NWEA benchmark assessments
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	G	<ul style="list-style-type: none"> • Student attendance is analyzed monthly by the Home School Coordinator and building administrators. The Home School Coordinator contacts the families of absent students each day and reports her contacts to staff via email. The data is taken from our Powerschool data management system • Teacher attendance is reviewed monthly by school administrators and shared with entire faculty. Data is collected from Human Resource database, Subfinder. • Discipline referrals is reviewed by the PBIS Committee. The Behavior Specialist is responsible for its compilation and the data is analyzed by the committee. Data is shared with all staff during the monthly faculty meetings. Data is collected from the VADIRS data management system. • Achievement Data from NWEA and AIMsweb is reviewed and analyzed by the BLT (and RtI Committees following the 3 benchmark periods. The RtI Committee reviews student progress data monthly. • Teacher attendance is reviewed monthly by school administrators and shared with entire faculty. Data is collected from Human Resource database, Subfinder. • Discipline referrals are reviewed by the PBIS Committee. The Behavior Specialist is responsible for its compilation and the data is analyzed 	<ul style="list-style-type: none"> • Student attendance will be analyzed monthly by the Home School Coordinator and building administrators. The Home School Coordinator contacts the families of absent students each day and reports her contacts to staff via email. The data is taken from our Powerschool data management system • Teacher attendance is reviewed monthly by school administrators and shared with entire faculty. Data is collected from Human Resource database, Subfinder. • Discipline referrals are reviewed by the PBIS Committee. The Behavior Specialist is responsible for its compilation and the data is analyzed by the committee. Data is shared with all staff during the monthly faculty meetings. Data is collected from the VADIRS data management system. • Achievement Data from NWEA and AIMsweb is reviewed and analyzed by the BLT (and RtI Committees following the 3 benchmark periods. The RtI Committee reviews student progress data monthly. • Teacher attendance is reviewed monthly by school administrators and shared with entire faculty. Data is collected from Human Resource database, Subfinder. • Discipline referrals are reviewed by the PBIS Committee. The Behavior Specialist is responsible for its compilation and the data is analyzed

		<p>by the committee. Data is shared with all staff during the monthly faculty meetings. Data is collected from the VADIRS data management system.</p> <ul style="list-style-type: none"> • Achievement Data from NWEA and AIMsweb is reviewed and analyzed by the BLT (and RtI Committees following the 3 benchmark periods. The RtI Committee reviews student progress data monthly. • Extended Day attendance is reviewed quarterly by school administrators in collaboration with the Extended Day community partners. Data is reported to the Building Leadership Team monthly. 	<p>by the committee. Data is shared with all staff during the monthly faculty meetings. Data is collected from the VADIRS data management system.</p> <ul style="list-style-type: none"> • Achievement Data from NWEA and AIMsweb is reviewed and analyzed by the BLT (and RtI Committees following the 3 benchmark periods. The RtI Committee reviews student progress data monthly. • Extended Day attendance will be reviewed monthly by school administrators in collaboration with the Extended Day community partners. Data will be reported to the Building Leadership Team monthly.
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Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	G	<p>The Instructional and Non-Instructional Salaries line has been used to support the staffing of the School Improvement Director, Behavior Specialist, Home School Coordinator, 3 Reading Teachers, Building Substitute, Extended Day staff (tutors, Hall Monitor) and portions of the salaries for the ELA and Math Coach. In addition, teachers received an hourly rate for participating in additional professional development and school improvement planning. All school staff was in place at the beginning of the school year and there have been no interruptions in their employment. These expenditures directly align to our efforts to improve instruction (Reading Teachers, ELA and Math Coaches Building Substitute, Extended Day Tutors, Professional Development), student behavior (Behavior Specialist and Extended Day Hall Monitor) and establish stronger connections to families.</p> <p>The Purchased Services line has been utilized for our partnerships with Center for Educational Leadership, Parsons Children and Family Services, and our Extended Day partners, The Boys and</p>

	<p>Girls Club and the YMCA. We provided additional training on Data Teaming and we hired Mass Insight to conduct a comprehensive school review. Lastly, additional resources were used to provide a CASDA Coach for the Building Principal.</p> <p>Supplies and materials were purchased to enhance teacher and student access to technology, and provide resources to support the newly developed curriculum units of study (i.e. leveled texts, classroom libraries, etc).</p> <p>The Transportation line was used for attendance at a school improvement conference, Extended Day transportation and upcoming summer conferences (Literacy and Behavior are the focus).</p> <p>The impact on academics and behavior can be seen in the data below and in the additional data sheets attached to this document.</p>
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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.

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	96	92.7	87.9	91	Y	The average daily attendance for the 4 progress reporting periods is 91.8% up from last year's average of 90.75%. While we continue to make daily phone calls to guardians for students who are absent, we also instituted a new notification process via mail. This includes meetings with the Home School Coordinator, Principal and/or district Attendance Officer for those students with	In addition the efforts made this school year, a new attendance committee has been formed this Spring. The purpose of this committee is to identify prevention strategies for attendance which may include monthly attendance acknowledgements for students and their families, classroom competitions, etc. Strategies for implementation will be developed by the start of the upcoming school

						chronic absences.	year.
Teacher Attendance	99.2	98.1	94	96.2	G	The average teacher attendance for the 4 progress reporting periods is 96.9%, a slight decline from last year's average of 97.5%. We are still above our baseline of 95.6%. We continue to provide quarterly updates and publicly acknowledge staff with perfect attendance.	Continue updates and acknowledgements. Conference with staff members whose attendance is of concern.
Office Discipline Referrals	7.2	13	21.6	23.4	Y	The PBIS Committee continues to review the progress of students meeting the goals established at Tier 1. Tier 2 students participate in Check In/Check Out and Tier 3 students receive intervention plans.	Continue to monitor and strengthen the implementation of Tier 1 in the PBIS plan and identify additional Tier 2 intervention options. Staff members on the PBIS and Behavior Intervention Team will participate in professional development to increase the capacity of staff to support students/ social emotional needs.
Extended Learning Time	32.5	140.4	112.3		Y	Provided tutoring and enrichment to more than 120 students throughout the school year.	Continue with enrichment program during the summer and provide tutoring and enrichment during the school year.