

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

<b>School:</b>	<b>Marva J. Daniel Futures preparatory School</b>	<b>District:</b>	<b>Buffalo Public schools</b>
<b>BEDS Code:</b>	<b>140600010037</b>	<b>District Contact:</b>	Dr. Tonja Williams/Marianne Dixon
<b>Enrollment:</b>	521	<b>SIG Model:</b>	Turnaround
<b>Grades Served:</b>	PK - 8	<b>Cohort:</b>	3

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

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

<b>District Accountability and Support</b> (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:		Design Element	Status (R/Y/G)
Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year	i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.	
<i>**do not complete—district will complete**</i>		ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and	

		<p><u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>	

<p><b>Partnerships</b> (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:</p>			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<p><i>Get from last year submission**</i></p> <ul style="list-style-type: none"> <li>• Dr. Leonard Sax-Single Gender Education</li> <li>• National Urban Alliance (NUA)- Turnaround Partner</li> <li>• National SAMs Innovation Project- SAM Training</li> <li>• PLC Associates- Outside Educational Expert, DTSDE Review</li> <li>• Research for Better Teaching- Skillful Teacher Training</li> <li>• NITS Niagara Instructional Technology Solutions</li> <li>• Life Technologies</li> <li>• UB Urban Planning/ Liberty Partnership</li> </ul>	

	<p><b><i>Dr. Leonard Sax:</i></b> Dr. Leonard Sax provided two days of on-site PD at the MJD Futures Preparatory School during the 2014-15 school year to support successful sustainability of all single gender classes after the life of the grant. In addition, coaches have provided job-embedded PD around this initiative to ensure that capacity is built throughout these classrooms. Staff has engaged in collegially reading and discussing scholarship (books) written by Dr. Sax and purchased through the SIG grant. Teachers were provided with 6 hours of paid after school professional development between Sept. 2014- June 2015. During this school year, Dr. Sax has also worked with administration on how to specifically sustain single gender education classrooms. Administration has worked with staff and coaches to create a competition format among the building, specific to the gender-based floors. After a visit to the Eagle Academy, which was recommended by Dr.Sax as one of few model schools for single gender education, administration returned with specific strategies, including the incorporation of a “House” format, where students compete as houses to earn points. The</p>	<p><b><u>Dr. Sax:</u></b> MJD will utilize the instructional coach and lead teachers who were trained by Dr. Sax and those lead teachers who facilitated the book studies to lead efforts in continuing to build the capacity in staff around gender-based instructional strategies and pedagogy. During 2015 summer planning session, coaches and teachers will create an action plan which will drive the job embedded professional development for any new staff around effective gender-based instructional strategies. Administrative team will continue to travel to single gender schools in other cities to bring back strategies that can internally sustain efforts to maintain a gender-based model with limited funding.</p>
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	<p>competitions focus on the “triple A” model of the school (Attendance, Academic Achievement and Attitude) and students can see their points displayed daily.</p> <p><b>The National Urban Alliance (NUA)</b> continued and expanded their partnership with the school, by training and supporting instructional staff, but also including support staff, as well as teacher aides and assistants in trainings. NUA provided MJD with staff development on February 10 and 11, as well as March 12, 13, 16 and 17. Specifically, the PD provided focused on: teachers’ setting achievement goals and expectations, improving parent involvement, and enhancing communication skills. NUA also worked with select students and teacher liaisons in grades 3 – 8 on a student voice project. This work encourages student input in their school community and allows students to create a product/presentation which would become part of the school’s operations handbook and inform student council decisions.</p> <p><b>NITS:</b> A representative of NITS provided the staff with on-going, embedded PD</p>	<p><b>NUA:</b> MJD will be working with NUA to coordinate school visits. These will serve as opportunities for embedded professional development. They include a mentor working with teachers around the system of <i>Pedagogy of Confidence</i>®, learning of and using the strategies and turning theory into practice. Mentors conduct culturally responsive demo lessons that are designed with the teachers for a targeted group of students. Mentor and teachers deconstruct the lessons either during the lessons with the students to explain, both to the students and teachers, what is taking place (shared learning) or after the lesson is over with the teachers. One-to-one support is also offered to accelerate teacher competence and confidence with newly acquired strategies. The goal of each school visit is to improve and enhance teacher practices that increase student achievement using a culturally</p>
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		<p>during the school day (supported with permanent substitute teachers) to ensure that the DDI Process of utilizing multiple data points to improve the teaching and learning in the school continues. NITS provided coaches with 6 hours of training during summer months (July and August 2014) on creating CCLS aligned grade specific Common Formative Assessments for the 2014-2015 School year. A representative continued job-embedded training to staff during grade levels and common planning times to create CCLS aligned tasks which are parallel to the rigor found on the state assessment.</p>	<p>responsive lens. The goal is augmented by a co-created Course of Action, workshops, co-presented staff sessions, inter-classroom visitations, and lesson/unit design. In dedicated site visits, with an eye toward the on-going school process of equipping students with the beliefs and behaviors of life-long learners, the mentor will train teachers on how to craft authentic opportunities within the instructional day to focus on eliciting student voice. Through project-based learning, students will participate in training that promotes intellectual growth, creativity, agency and personal investment for self-directed learning and ownership. Students, working with their teachers and site mentor, will collaboratively develop projects, products, and lessons that increase student engagement. The result will be that the students will become proficient with sharing their ideas and understandings with both their school and community. NUA support to MJD will address several facets. These include: leadership training, executive leadership training, teacher leaders/coaches training, and planning</p>
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		<p><b>RBT</b> support continued at MJD via the Skillful Teacher training that coaches and targeted teachers will participated in. Approximately 20 teachers attended The Skillful Teacher training this school year. Coaches and lead teachers who attended the training turn-keyed the major components of the training at staff meetings as well as provided job embedded professional development to staff. The DDI process has continued to be used during grade level and common planning meeting times. Coaches have continued to refine these skills as they expanded their own learning at regular district coach professional development sessions, which focused on sustaining the DDI process within your building.</p>	<p>and project management. A major added component of NUA support to NUA will be the leadership component. This leadership component will include a sustainability effort which involves the training of teacher leaders and coaches which will, in turn, help to create a transformational sustainability plan. This leadership component includes embedded training for the administrative leadership team via on-site visits. (see attached NUA proposal).</p> <p><b>RBT:</b> Approximately 15 teachers participated in The Skillful Teacher 6 day course in the 2014 – 2015 school year. These teachers will serve as lead teachers in modeling strategies acquired from this training at grade level meetings and faculty meetings. Instructional coach will work with these lead teachers during proposed summer planning session to create an action plan to sustain the implementation of the key strategies acquired from The Skillful Teacher. Specific to DDI, instructional coach will continue to build the capacity of teachers during grade level meetings by facilitating conversations which align to data driven dialogue. The focus of the DDI process will</p>
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	<p>Through our instructional coaching and content focused coaching models, our coaches provided job embedded professional development to all vertical, horizontal, and leadership teams in the DDI process, specific to data driven dialogue. Through the facilitation of grade levels and CPT, our data coach has built the capacity in staff around data driven dialogue and has ensured, through our building action plan templates, that all data discussions around trends in performance are driving instruction. Further, grade levels have become venues where student work is discussed to monitor the implementation of action plans that ensue from data driven dialogue at grade levels. Approximately 20 teachers attended The Skillful Teacher training this school year.</p> <p><b>National SAMs</b> Innovation Project – SAM training and monthly coaching took place throughout the school year, as a means of increasing the amount of time that the principal spends on instructional leadership (specific to providing direct feedback to teachers and conducting planning and reflecting conversations to</p>	<p>continue to be test-in hand analysis and progressing from analysis to action. In the 2014 – 2015 school year</p>
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	<p>improve teacher practice). The SAM and the Principal worked collaboratively to implement SAM expectations of scheduling, planning, targeting services, and celebrating staff. The school implemented the First Responder methodology and the use of called Time/Task Analysis to determine instructional, management, and personal time that a principal uses. During SAM meetings with coach, discussions around the principal’s instructional impact each day, and its effect on increasing student achievement took place. The SAM compares new baseline data to last year’s baseline data, analyzes individual and group impact, and continues to increase the principal’s instructional impact daily. The SAM and principal worked collaboratively to determine next steps, modify the First Responder structure as needed, continued to work with the Time Change Coach to increase the principal’s instructional impact time this year (graph attached).</p> <p><b>PLC Associates (Outside Educational Expert, DTSDE Review)</b> summary report from 2013-14 served as a “living document” which drove implementation of the SIG plan, specific to the tenets where growth was suggested. Because</p>	<p><b>National SAMs</b> Innovation Project-SAM coaching will continue for the administrative team on a monthly basis. A SAM liaison or teacher leader designee will be appointed to continue to conduct planning conversations with the principal to ensure that the professional work day of the principal is primarily devoted to instructional leadership. First responder methodology will also continue as well as special attention to time/task analysis. Principal providing actionable feedback, following observations and walkthroughs, will also be a priority, as this aligns with DTSDE recommendations, specific to tenet 2. The goal for this initiative is to continue to increase principal’s professional day spent on instructional observations and feedback.</p>
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		<p>MJD is a SIG school, the SIG plan serves as our comprehensive school education plan. For the 2014 – 2015 school year, a state led DTSDE review was conducted, which did not require the use of an Outside Education Expert. MJD was only required to spend monies on a survey for such a review. School continued the use of the GAANT chart, made necessary modifications, updates and revisions, and served as a transparent roadmap for staff, which outlined the key initiatives of the building (Big Rocks) as well as illustrate the connections among the initiatives and their alignment to the district big rocks.</p>	<p><b><i>PLC Associates (Outside Educational Expert, DTSDE Review):</i></b>  At this time MJD has no knowledge of what format the upcoming year DTSDE review will take (self, District- led or State). If the review takes the form of District-led or self, the school will support the collaboration of an Outside Education Expert who will work with the school to frame suggestions and recommendations based on that review. Any suggested action steps will be aligned with original SIG plan and proposed actions in this Continuing Application.</p>
<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>Sign-in sheets from PD provided were regularly collected. Administrative team conducted frequent classroom walkthroughs to ensure content provided from the partners is being infused in the</p>	<ul style="list-style-type: none"> <li>• MJD will monitor sign-in sheets as well as utilize the Professional Growth System to analyze completed surveys from staff.</li> <li>• Administration will continue</li> </ul>

	<p>classrooms. Team analyzed student work and teacher action plans to ensure there is fidelity to the implementation of the PD that partners provide. Administration team, at administrative team meetings held after school on Fridays, monitored and reviewed PGS surveys regarding PD provided.</p> <p>Administration collected lesson plans every Thursday to determine, at what capacity, PD and strategies acquired from partners, was being infused into lessons and classroom instruction. During grade level and common planning times, coaches and administration collaboratively analyzed student work as evidence (i.e. evidence of CCLS shifts, NUA instructional strategies and practices in student work) that PD provided from partners is impacting student achievement. Specific to SAM innovation project implemented this year, data will reflect a significant increase in principal time spent on instructional support to staff. Strategies, specific to Skillful Teacher Training provided by RBT, will become more evident in teacher practice.</p> <p>Administration will continue to utilize their walkthrough checklist (checklist includes evidence of objectives, CCLS shifts....) and modify to include specific strategies acquired from Skillful Teacher, so implementation can be monitored.</p>	<p>conducting frequent and targeted walkthroughs so that plan implementation and content acquired from partner provided PD is consistently monitored.</p> <ul style="list-style-type: none"> <li>• Administration will attend all PD sessions provided by partners and include debriefing sessions with partners so that PD can continue to be tailored to the needs of the school.</li> <li>• Results of surveys and teacher input will be shared during debriefing sessions with partners so that there is congruency among expectations with regard to PD as well the insurance of alignment to the school’s big rocks and DTSDE recommendations.</li> </ul>
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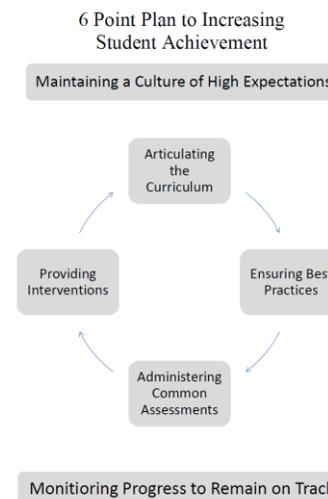
\* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed 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:

**The Six Point Plan to Increasing Student Achievement –**

The school will utilize *The Six Point Plan to Increasing Student Achievement* (as pictured on the right) as a representation of the learning process. The first tenant *Maintaining a Culture of High Expectations* represents overarching understanding that the culture must be one that emulates high expectations in all that we do. The culture that is built on trust and respect will also be one that holds everyone to the highest level of expectation accountability. This point is explained below in **Design Element iv. Safe and Orderly Climate**. The second tenant of the plan involves *Articulating the Curriculum* and can be found in **Design Element i. Curriculum** below. Grade level teams will map out their units to the Common Core Learning Standards and determine an agreed upon curriculum, pacing guide and units. No matter what program teachers are using they will delve deep into the curriculum to specifically identify the standards, content, vocabulary and big ideas for each unit. *Ensuring Best Practices for Instructional Delivery*, the third tenant of the plan, teachers will use best practices delivering the curriculum to optimize engagement and critical thinking and is described in more detail in **Design Element ii. Instructional Strategies**. *Administering Common Assessments* (the fourth point of the plan) will demonstrate students’ growth in achievement and provide us specific formative feedback in *Providing Interventions* (**Design Element v. Student Support**) to students, specific to their instructional and behavioral needs. The last point *Monitoring Progress to Remain on Track* ensures that we are achieving our goals and altering our approach when necessary (**Design Element iv. Data Driven Instruction.**) This model will be referred throughout this document as each of the Six Points can be found in each of the Design Elements below.



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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.		MJD purchased, and continues to implement EngageNY, CCLS aligned modules for mathematics, in grades K - 8 and purchased, and is implementing ELA modules for grades 6 – 8 (grade 6 implementation was new this school year). In grades 3 – 5 for ELA, the building implemented the Journeys program, while also infusing direct instruction, in small groups, which involved 3 tiers of	Utilizing <i>The Six Point Plan to Increasing Student Achievement</i> , the second tenant refers to <i>Articulating the Curriculum</i> . Teachers will begin the year in Grade Level Team meetings by mapping out their curricular units carefully ensuring alignment to the Common Core State Standards and developing their pacing guide. Units will articulate standards, timeline, vocabulary (both content and

	<p>intervention. Students in these grade levels are demonstrated increase success, as evidenced by Common Formative Assessment (CFA) In grades K – 2 for ELA, MJD implemented the CKLA program, in addition to Guided Reading. This year, coaches attended monthly PD sessions for CKLA implementation and administration and coaches conducted a building focus group for grades K – 2 for CKLA so that job-embedded professional development could continue and program implementation could be properly monitored by administration. Coaches will continue to provide job-embedded professional development to teachers around CCLS aligned lessons and unpacking the standards. DDI process will continue to support the infusion of the CCLS, as it relates data analysis and standards-based trends in student performance. Coaches will provide side by side coaching and job-embedded professional development to science and social studies teachers during grade level meetings around infusing literacy into these content areas. Coaches will use the instructional support guide on infusing literacy in the content areas, a tool provided on EngageNY. This tool will serve as a non-evaluative data collection tool and resource to provide professional development. Opportunities to attend 6 days of paid after school and summer professional learning opportunities will</p>	<p>technical vocabulary) and Essential Questions or Big Ideas.</p> <p>MJD will continue the implementation of both the math modules for grades K – 8, as well as the ELA modules for grades 6 – 8. In addition, CKLA program will be implemented in grades K – 2 for ELA to ensure lessons are CCSS aligned. MJD will continue the use of direct instruction and the 3 tiered approach in these grades as well.</p> <p>MJD will investigate district options for also implementing the ELA modules in grades 5 as well. CFA ELA data has revealed improvements in students achieving proficiency in grades 6 – 8 where modules are being implemented currently. MJD will implement a summer planning institute that specifically addresses strategic planning for CCLS aligned lessons, paying special attention to unpacking the focus standards at each grade level. Our instructional coach will continue to provide job-embedded professional development around CCLS aligned lessons, and, will utilize the three phases of coaching to conduct regular planning and reflecting conversations with teachers to ensure that lessons and Mastery Learning Objectives are properly aligned to the CCLS.</p>
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	<p>also be available (5 days in August 2014 and 5 days of hourly training between Sept. 2014- June 2015)—This PD will take the form of a Coaching Institute for our instructional and content-focused coaching and will focus on CCLS content, DDI and coaching communication skills(Cognitive Coaching, Instructional Coaching-Jim Knight) which serve to build the capacity in staff through the phases of coaching (Pre-conference/planning, co-teaching/observation, post-conference/reflection). A coaching institute will ensure sustainability in the “big rocks” (CCLS alignment in all lessons, data driven dialogue and data driven instruction on a regular basis to sustain data culture within building, PBIS supports, administrative team visible in classrooms providing regular feedback) of our building by building capacity within our staff.</p>	
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>	<p>MJD implemented honors classes in grades 5 – 7 to further enhance CCLS aligned instruction, specific to the ELA and Math Shifts and Practices.</p> <p>Via content-focused and instructional coaching, coaches provided side by side coaching and PD at grade levels, instructional strategies to help infuse the shifts and practices into lessons are modeled regularly.</p> <p>Teachers regularly infused strategies</p>	<p>As per the submission of our last Performance Management Report, MJD is continuing to refine and improve its efforts to effectively infuse CCLS aligned lessons on a regular basis, specific to the implementation of strategies that both the ELA and math shifts.</p> <p>Teachers and coaches will collaborate during a summer planning institute which will be devoted to (an additional DTSDE recommendation which ensued from the state review):</p>

	<p>acquired from the Dr. Sax trainings on appropriate strategies for single-gender classrooms. The implementation is monitored through lesson plan collection and regular weekly walkthroughs.</p> <p>Instructional coaches conducted several job-embedded PD sessions specific to “unpacking the standards.” This allowed staff opportunities to understand all the skills embedded in one standard and what instructional strategies will help students in mastering that standard (strategies acquired from Skillful Teacher, NUA, and Dr. Sax single gender strategies). Coaches modeled best practice strategies throughout the year by implemented the three phases of coaching (Planning/pre-conference, Modeling/Co-teaching, Reflection/post-conference).</p>	<ul style="list-style-type: none"> <li>• What does the teacher do and the student do to ensure the following are infused in lessons: <b>ELA:</b> Balancing text, building vocabulary, writing from sources, text-based responses, text complexity and knowledge in disciplines (resource document to be used to guide this work)</li> <li>• What does the teacher do and the student do to ensure the following are infused in lessons: <b>Math:</b> focus, dual intensity, application, deep understanding, fluency, coherence. Mathematics summer planning will also address what rigor looks like specific to mathematics by focusing on Fluency, Deep understanding and Application.</li> </ul> <p>NUA (will begin planning support August 2015) will collaborate with MJD staff around strategies which utilize the culturally responsive lens to improve teacher practice and improve student achievement, specific to CCLS, as well as increasing student engagement during lessons by providing students opportunities to participate in collegial dialogue around CCLS aligned content.</p> <p>Lead teachers will continue to model strategies acquired from Skillful Teacher</p>
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			<p>Training in the previous school year, during grade level and staff meeting times.</p> <p>SIG substitutes, including in this budget submission, will be used to provide PD during the day for teachers as many teachers will work the ELT program. This will ensure necessary follow-up on PD provided by partners and PD that will need to be provided by instructional coach.</p> <p>Teachers will meet one day during the six day cycle for grade level data team meetings for two hours. During this time, work will be driven by <i>The Six Point Plan to Increasing Student Achievement</i>. The administration team and instructional coaches (also included in this budget) will lead the weekly meetings. Instructional Coaches will work directly with teachers in modeling instructional strategies and techniques and providing feedback to teachers in the classroom.</p> <p>Additional Reading Teachers will be designated to grade level bands to work with students in supporting their language and literacy development. (See also Design Element v. Student Support.)</p> <p>Leveled literacy texts will be purchased to give students opportunities to read on their independent reading level in classrooms.</p>
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			<p>Other instructional materials will be purchased to support literacy development in the classrooms. Items such as sight word cards, reading logs to maintain students' reading lists, books designed to build fluency in oral reading and content specific books of high interest will also be purchased. Materials that include passages similar to those on the state assessment will also be considered. Professional books on both leadership and instructional best practices will be recommended and purchased for teachers to help support their growth and development specific to their individual needs.</p> <p>Through leftover Race to the Top Funds, technology for student use is forthcoming. Students in Grades 7 and 8 will each receive a laptop to use in school. Students in Grades 3-6 will each receive an Ipad Aire. For our younger students in Grades Pre-K to 2, classrooms will receive a set of 8 to 10 Ipad Aires to use in center based instruction. An Instructional Technology Coach will work with teachers on how to leverage the use of this technology to increase student achievement. A .5 Technology Support Specialist will work with our teachers in supporting the technical issues related to this initiative and is added to the budget.</p>
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<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>The MJD Dean of Students provided job-embedded PD to staff which served to reinforce our building transition protocol so that classroom instructional time is maximized, even with class movement (noise level protocol, bell system, students being escorted consistently by adults).</p> <p>MJD continued the implementation of its ELT program in the 2014 – 2015 school year, with its main focus on increasing student achievement in both ELA and mathematics, with additional enrichment experiences through book studies and guest speakers. The ELT was conducted 5 days a week, for 3 hours a day. Teachers who participated in the program planned on a regular basis to plan lessons for the ELT that were truly an extension of the school day. These participating teachers analyzed building Wednesday assessment data and CFA data to not only address gaps but to recruit students who were considered “bubble students” (these students, based on data analysis, were on the cusp of proficiency based on CFA, Wednesday assessments and previous year state assessment data).</p> <p>The SBP (Summer Bridge Program) was implemented in the summer of 2014, to specifically allow students who have been</p>	<p>A major component of the Dean’s role will continue to work with staff and students on transition protocols to ensure that no instructional time is lost during these times and that period begin on time and adjourn on time. The Dean will continue to provide job-embedded PD on this as well as monitor the halls and classrooms during these times.</p> <p>MJD will continue to implement the ELT program, 4 days a week for 3 hours a day. Administration will monitor the implementation of the ELT through regular walkthroughs to ensure that the ELT is an adequate extension of the instructional day.</p> <p>Curriculum funds are set aside to provide teachers with multiple planning sessions to align ELT taught curriculum to CCLS as well as assessment gaps that come to fruition after data analysis occurs during these planning sessions.</p>
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	<p>promoted to the next grade level to begin the academic work for that grade level during the program. For example, a current grade 5 student who is promoted at the end of June 2014 to grade 6, will be in a grade 6 SBP Classroom, with the teacher that he/she will have at the start of school in September. This provided the child and his or her parents with several benefits:</p> <ol style="list-style-type: none"> <li>1. The opportunity to get to know the teacher and his or her routines and expectations prior to the start of school.</li> <li>2. Exposure to the rigors (books, materials, assignments) of the next grade level prior to the start of school, with opportunities to receive remedial support and assistance prior to the start of the school year.</li> <li>3. Meeting peers who will be in his or her class, to lessen the anxiety associated for students with the start of school.</li> <li>4. Time for parents to become acquainted with the teacher's expectations and methods of communication.</li> <li>5. Opportunities for students and</li> </ol>	
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		<p>teachers to engage in team (learning community) building, extra-curricular, culturally responsive, and project-based learning.</p> <p>In essence students were given the opportunity to accelerate their academic learning in ELA, Math, and Science and to engage in Art, Music, Gym, Cooking, Basketball, Soccer and much more. The program included support staff (school counselors, social worker, and teacher aides and assistants) to ensure students success. In addition, this type of program in the summer allowed for the immediate onset of instruction in September 2014, with minimal time wasting on regular classroom routines and procedures. In addition, teachers focused specifically on major foundational standards for both ELA and math so that the implementation of modules could begin immediately in September.</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</i></p>		<p>MJD has a data coach who provided side by side coaching around the DDI process on a regular basis (grade level meetings and via the three phases of coaching) with teachers to continue building a data driven culture in the school. For the 2013 – 2014 school year, capacity was built within the School Based Inquiry Team via last year’s coaching through RBT. The building SBIT continued to meet regularly to analyze</p>	<p>MJD will continue the implementation of a fully functional DDI process during grade level, CPT and SBIT times. These meetings occur once every cycle for two hours in length focusing specifically on literacy and math. An additional substitute is added to the budget to ensure that grade levels can meet collaboratively. Teams will meet regularly to look at student data and put together a clear plan for Response to</p>

<p>information)*</p>	<p>data and created a “data war room” where data is updated consistently and includes multiple data points (attendance, suspension, CFA, DIBELS, Journeys, Module assessment). For this academic year, MJD has incorporated QTW (Quiz Taking Wednesdays). These mini-assessments included 1 to 2 items which were parallel to state assessment items. This data is displayed and monitored by both teacher and students. MJD SAM assistant principal is a certified district trainer for the DDI (data driven instruction) process, and provided PD during faculty meetings and grade level meetings.</p> <p>In the summer and throughout the school year, MJD embedded a coaching institute to continue to train and build capacity within our coaches so that, with the absence of RBT, the DDI process will continue to be a major part of all conversations around student achievement.</p> <p>MJD continues to have a data coach who provides side by side coaching around the DDI process. The MJD coaching team (data, math and instructional coaches) will be responsible for continuing to build capacity in staff, specific to the DDI process, as the RBT site visits will not continue in this school year.</p> <p>Vertical team meetings (2 times a month, immediately following staff meetings as well) continued, with the addition of teams</p>	<p>Intervention (Rtl) Plan for all students not on benchmark.</p> <p>SLOs for Teacher Evaluations for both Reading Specialists and Special Education Consultant Teachers will be written to include all students in the grade bands that they are servicing not just the identified students with Individualized Educational Plans (IEPs). Consultant Teachers work to push in services by team teaching with classroom</p> <p>Previously, the Data Coach worked extensively with staff during team meetings to build the capacity within grade level teams so that DDI protocols can continue with the absence of the data coach as facilitator. During this school year, the following protocols were established and serve to ensure that the DDI cycle and analysis of formative and summative assessment data ensues from meetings:</p> <ul style="list-style-type: none"> <li>• Group norms established and created by teacher teams. Teachers agreed on focus for each meeting (pausing, paraphrasing, probing for specificity...)</li> <li>• Roles for the process are posted and assigned on a rotating basis</li> <li>• So that analysis drives action and influences instruction through re-teaching strategies, action plan</li> </ul>
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	<p>submitting action plans to administration to monitor progress of these conversations driving instruction.</p> <p>Grade level and common planning time meetings (grade level meetings are daily were increased to 1 hour to maximize time) continued to be venues where job-embedded PD around DDI continues, in addition to teachers composing action plans and analyze student work. For this academic school year, math and ELA vertical department meetings were added MJD will continue to use SAM assistant principal (certified trainer in the DDI process) to build the capacity in staff, specific to DDI and using data to inform all facets of instruction. Data coach worked with staff to create action plans, using DDI templates, to ensure that data analysis is informing instruction. Teachers bring student work that ensued from action plans back to grade levels to further analyze whether instruction worked. Based on data analysis, coaches are deployed to provide job embedded professional development, implementing the 3 phases of coaching (Pre-conference/planning, observation/co-teaching, post-conference/reflection), to address instructional gaps.</p> <p>This year's DDI process focused on moving beyond analysis to composing individualized re-teaching plans for students. This served as a structured</p>	<p>and re-teaching templates were created collectively with data coach and teachers and serve to ensure that instructional gaps that are observed through assessment analysis drive individual re-teaching plans.</p> <ul style="list-style-type: none"> <li>• Re-teaching plans are brought back to subsequent grade levels, with student work, to analyze as a group what was successful.</li> <li>• Administration reviews these plans and observes their implementation in the classroom.</li> <li>• Administrative team will conduct a book study (Driven by Data, Bambrick-Santoyo) with the School Based Inquiry Team, so that capacity within the leadership team around the DDI and data-driven dialogue process continues to be built.</li> <li>• Illuminate job-embedded PD will be provided to staff, by instructional coach, to ensure that teachers are creating assessments that parallel the rigor of the state assessments, and test in hand analysis can ensue.</li> <li>• Training will be provided by instructional coach, in September 2015, specific to using the document camera to get immediate results on given</li> </ul>
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		method for teachers to re-teach and differentiate to better meet student needs.	assessments.
<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>MJD continued to have three guidance counselors, assigned to each floor, as first responders to provide targeted support to students, specific to conflict resolution. The Dean of Students acted as the point person for all PBIS initiatives. During this school year, MJD began including our student council in PBIS initiatives and decision making, specific to our Triple "A" model. For our single gender floors, modeled after Eagle Academy (a single gender school in NYC, which MJD administrative team visited) academic competitions were created and implemented to encourage motivation of students adhering to the Triple A model (a method recommended by our lead turnaround partner Dr. Leonard Sax). The Dean of Students has worked collaboratively with the guidance department to regularly collect and analyze discipline and attendance data to inform decisions with regard to interventions. Dean of Students also became part of DDI process by analyzing student achievement data, in addition to attendance and behavior so that PBIS interventions were aligned with academics.</p> <p>MJD Dean of Students provided PD to staff during select faculty meetings and grade</p>	<p>Three additional Reading Specialists have been added giving the school 4 in total to provide academic support to our struggling students. Reading Specialists will support grade level bands such as K and 1, Grades 2 to 4, Grades 5 and 6 and Grades 7 and 8. Each grade level will have a specified Differentiated Instruction Time where the entire team of teachers including the Classroom Teachers, Special Education Teachers, Reading Specialists, Building Aide, Student Support Member etc. will pool their resources and support students in a focused approach in Response to Intervention (RtI).</p> <p>Additional building assessments will be purchased so that teachers have a clear understanding of what literacy level students are reading on. Assessment kits such as The Leveled Literacy Assessment Kit will be purchased for teachers to assess students at least 3 times a year.</p> <p>Additional research based intervention programs will be made available to teachers in order to find and choose the best intervention tool to support students who are behind.</p> <p>An additional .02 FTE has been added in</p>

		<p>level meetings specific to our progressive discipline policy, PBIS initiatives as well as share data, collectively with guidance department, around discipline and attendance. For this academic year, the Dean, in collaboration with a teacher leadership team, has created and is incorporating the beginning stages of a mentorship program for students, as per our DTSDE recommendation.</p>	<p>the budget for both Science and Social Studies to allow teachers to provide additional Academic Intervention Services (AIS) to students in the upper grades.</p> <p>An additional .02 FTE has been added to the Receivership budget in both Science and Social Studies to provide struggling students with Academic Intervention Services (AIS) in the upper grades.</p> <p>The Community Engagement Team (CET) decided to choose <i>Student Suspension Rate – Long Term (Out of School)</i> as a Level 2 Indicator as required under the Receivership. In order to successfully keep students in school while maintaining a Culture of High Expectations and a Safe School Climate, a full time Alternative Education Teacher is required to work in the Focus Room.</p> <p>During the 2014 – 2015 school year, MJD employed 3 guidance counselors who functioned as first responders and provided regular counseling and support services to students, aligned with the single gender initiative within the building (each guidance counselor is assigned a floor: boys, girls and primary). This was led by our Dean of Students who provided job-embedded professional development to the counselors on a regular basis. For the 2015-2016 school year, MJD will not have</p>
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			<p>the guidance department at full capacity. The Dean of students will delegate the first responder duties to the SST, School Psychologist, and Say Yes Coordinator, in addition to creating a teacher leader team, specific to carrying on the first responder duties and support services. The Dean will lead training with this team, beginning May 2015, to create a strategic roll-out plan and transition protocol for these efforts.</p> <p>A slight modification will be incorporated to the gender based classroom model. When grades become imbalanced with the ratio of males to females as in our current 6<sup>th</sup> grade homerooms, some modifications will be incorporated. For example the sixth grade girls' homeroom has 29 students while the boys' only has 19 students. Homeroom lists will be modified in order to even out the number of students in each homeroom to effectively provide instruction to all students.</p> <p>The Dean will provide job-embedded professional development, specific to PBIS initiatives and will function as the lead PBIS coach so that the tiered intervention supports continue. Such supports include Check in Check Out (CICO), Social Academic Instructional Groups (SAIG).</p> <p>The Dean will also lead job-embedded</p>
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			<p>professional development during grade level and staff meetings around the behavior matrix, progressive discipline policy, and upcoming student incentives.</p> <p>The Dean will facilitate monthly meetings, with the SST, School Psychologist, Say Yes Coordinator and select teacher designees, as a means to monitor the efforts of this work as well as analyze data (attendance, suspension, and academic) to make any necessary adjustments in implementation, based on what data reveals.</p> <p>As per DTSDE state led review in 2014 – 2015 school year, to address tenet 5, it was recommended that the school establish and implement a mentor program for students. A team of teachers, and a coordinator, led by the Dean of Students, will incorporate a mentor program, where particular students are assigned to teacher designees.</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>Our Dean acted as the person for PBIS initiatives and provided follow-up support on PBIS initiatives. Our PBIS team consistently (during select grade levels and common planning times) reviewed the rubric and matrix of expectations with staff, by providing job-embedded PD to staff. Dean of Students developed a survey for staff to monitor the implementation of the PBIS supports, so that there is congruency within the</p>	<p>In addition to a fully functional PBIS team and first responder responsibilities, MJD will continue the incorporation of the student focus room which provides students with the opportunity to reflect on behavioral decisions and collaboratively arise at a plan to rectify that behavior and implement better coping mechanisms in the future if a similar situation ensues.</p> <p>Student incentives (dances, grade specific</p>

	<p>building. Field trips, college trip and additional incentives (Halloween Dances, Valentine Dances, Talent shows, academic competitions and Dean’s Academy) were major methods to motivate students in exhibiting positive behavior as it relates to our Triple A model.</p> <p>MJD implemented its “Focus Room” as a venue for students to discuss and reflect on their behavior.</p> <p>MJD Dean of Students provided PD to staff during select faculty meetings and grade level meetings specific to our progressive discipline policy, PBIS initiatives as well as shared data, collectively with guidance department, around discipline and attendance. Teachers of students with special needs received job-embedded professional development by our Dean which helped teachers utilize their behavior plans and content on IEP’s to support the discipline policy.</p> <p>Regular teacher incentives, such as “First Friday Breakfast”, Teacher of the Month and other incentives have also increased teacher attendance. As of this reporting period, teacher attendance is exceeding target and is at 91%.</p>	<p>fieldtrips, talent shows, grade 8 college trip...), as coordinated by the PBIS team, led by the Dean of Students, will continue to be infused and be based solely on students modeling the Triple A methodology of the building (Attendance, Attitude, and Academic Achievement).</p> <p>Additional incentives along with some supplies for the building PBIS Team will be included in the budget to reinforce positive Tier 1 behaviors throughout the building.</p> <p>MJD will continue the gender-based classrooms in grades 4 – 8, through refining the master schedule (Admin. will meet in June 2015). The SST, teacher lead team (will include a special education teacher) and Say Yes coordinator will be assigned to specific genders and will function as first responders, as guidance department did in previous academic years. This will also allow the gender-based house system (students who emulate the Triple A model or who violate the building rules can earn and/or lose points for their house. This competition type format was implemented in its beginning stages last school year as a result of collaboration and recommendation of Dr. Leonard Sax (lead turnaround partner) and administrative team visit to Eagle Academy, where this similar strategy was infused. The competition format</p>
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			<p>encourages and motivates students to function as a collective group for the greater good of the school community, thus contributing to a positive school climate.</p> <p>In addition, administrative team will continue to infuse the “First Friday Breakfasts” for staff as a mode of appreciation for ALL staff (teaching, aides/assistants, cafeteria, transportation, custodial...).</p> <p>MJD will continue “Teacher of the Month” and will post the teacher’s picture and bio, in addition to announcing their accomplishments during daily announcements.</p> <p>First responders, led by Dean of Students, will allow for staff to have a specific procedure in place when a behavior issue arises. Instead of students being removed without structure, students will have the opportunity to discuss their behavior with their assigned first responder, which in turn will provide students with a “tool bag” of new coping mechanisms, and minimize students in an unsafe situation.</p> <p>As per DTSDE recommendations from 2014-2015 state led review, to address tenet 5, a mentorship program was suggested to address many facets of social emotional well-being for students as well</p>
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			<p>as serve to sustain a healthy school climate. This program is as follows:</p> <p><b><u>Mentor/Mentee Program</u></b></p> <p><b><u>Objective:</u></b></p> <ul style="list-style-type: none"> <li>• Provide advice, support, and encouragement to students by meeting with students in small groups.</li> <li>• Teachers build positive relationships with students that they do not see on a regular basis at school.</li> <li>• Students establish a relationship of trust with their mentor teacher.</li> </ul> <p><b><u>How does it work?</u></b></p> <ul style="list-style-type: none"> <li>• Teachers are assigned a small number of students that are a different grade level than what they teach.</li> <li>• The teacher will meet with the students in a small group once a month to discuss goals or problems that the students may have.</li> <li>• The teacher can also meet with the students individually to check on the student or to discuss grades and attendance.</li> </ul>
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			<p>Dean of Students will also conduct professional development with aides and assistants one day per cycle around PBIS initiatives and effective ways to support teachers and students within the classroom so that aides/assistants and lead teacher efforts are aligned and congruent.</p> <p>In order to significantly reduce the number of Long Term Suspensions, an Alternative Education Teacher will be placed in our Focus Room in order to maintain a safe climate and reinforce a Culture of High Expectations. Teacher discipline referrals will be tracked. Those with significantly high rates of referrals will be identified by the administration and Tier II supports will be provided to these teachers to develop their skills in effective classroom management and building student relationships.</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>MJD continued the school newsletter, the circulation of flyers, and our SBMT to maximize parent involvement and participation. MJD extensively updated and modified their website to make it more user-friendly to parents as well as included detailed “Teacher Webpages” so that parents can communicate directly with teachers as well as conveniently view student assignments and academic progress. Teachers composed welcome</p>	<ul style="list-style-type: none"> <li>• MJD will continue our curriculum nights, SBMT, Parent Workshops, Parents as Partners luncheons.</li> <li>• School community and grade level specific parent events.</li> <li>• As per DTSDE recommendation, data conferences will be conducted with Dean and Say Yes coordinator</li> <li>• MJD parents will present at District parent Coordinating Council Meetings.</li> <li>• MJD will conduct its annual High School Jamboree, which will be open</li> </ul>

	<p>letters to staff which outlined classroom procedures and protocols to parents. MJD used the ConnectED software to communicate special events to parents, to increase parent participation in these events. Teachers have bulletin board assignments to ensure there is a welcoming environment to parents and transparency in the type of student work that is being generated in classrooms. Parent advocate regularly participates in SBMT and has coordinated many parent events and incentives during academic and other staff and parent occasions.</p>	<p>up to the entire district, will involve parent participation.</p> <p><b><u>Method of communications:</u></b></p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• ConnectEd phone calls</li> <li>• Targeted flyers</li> <li>• School and teacher websites</li> <li>• District and building phone tree</li> <li>• Various mailings, including school postcards and memos</li> </ul>
<p>* <b>Academic Achievement Data</b> - 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.</p>		

<p><b>Training, Support and Professional Development</b> (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:</p>			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>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.</p>		<p><b>Dr. Sax:</b> Dr. Sax returned to MJD on January 28 and provided professional development to staff specific to gender-based instruction, with a focus on instructional strategies which serve to motivate students academically. Dr. Sax also delivered professional development to the administrative team specific to how to sustain single gender education efforts and how to use instructional coaches to</p>	<p><b>MJD will collaborate with partners to ensure that professional development and support provided align with 2014-2015 DTSDE recommendations, aligned to certain tenets.</b></p> <p><b>NUA:</b> The following are the key components of NUA support, training and PD for the 2015 – 2016 school year.</p>

	<p>build capacity in gender-based education. Administrative team conducted a book study with teacher aides and assistants with Dr. Sax's Boys Adrift to build their capacity in gender-based instructional strategies so that their support aligns with their assigned teacher's efforts. Coaches participated in a book study (Girls on the Edge) and created a presentation which was turn-keyed to staff members. This job-embedded PD was offered to new staff. Administration conducted frequent walkthroughs to monitor implementation and share trends at administrative team meetings.</p> <p>PGS surveys (Professional Growth System- software which serves to track all district professional development) will also be used to monitor implementation.</p> <p><b>NUA:</b> provided 6 days (February 9, 10 and March 12, 13, 16, 17) of staff development to teachers, assistants and our aides around culturally responsive instructional strategies. . NUA provided professional development around taxonomy, composing with key words and oral speaking frames. NUA also worked with a select group of students, and teacher designees, around student voice and how to incorporate student input into the school community to improve the culture and climate of the building. NUA also</p>	<ul style="list-style-type: none"> <li>● Site Visits</li> <li>● Large Group Seminars</li> <li>● Leadership Training</li> <li>● Executive Leadership Training</li> <li>● Teacher Leaders/Coaches Training</li> <li>● Planning and Project Management</li> <li>● Resources and Materials</li> </ul> <p><b><u>Site visits:</u></b>  School visits will be in the form of job-embedded professional development. They will include a mentor working with teachers around the system of <i>Pedagogy of Confidence</i><sup>®</sup>, learning of and using the strategies and turning theory into practice. Mentors will conduct culturally responsive demo lessons that are designed with the teachers for a targeted group of students. Mentor and teachers will deconstruct the lessons either during the lessons with the students to explain, both to the students and teachers, what is taking place (shared learning) or after the lesson is over with the teachers. One-to-one support will take place to accelerate teacher competence and confidence with newly acquired strategies. The goal of each school visit is to improve and enhance teacher practices that increase student achievement using a culturally responsive lens. The goal is</p>
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	<p>worked with staff and coaches on creating a turn-key plan specific to new strategies acquired as an effort to further build capacity.</p> <p>Administration conducted frequent walkthroughs to monitor the implementation of these strategies. At grade level meetings, lead teachers modeled acquired strategies to staff.</p> <p><b>DDI:</b> MJD data coach provided job-embedded professional development during grade levels and CPT. Teachers and coach created templates to formulate action plans based on data. Through analysis of minutes, student work and action plans, administration have monitored the fidelity of implementation to the Data Driven Dialogue process. Teachers and coaches developed an action plan as a guide to drive how they will provide job-embedded professional development to staff who did not have the opportunity to attend The Skillful Teacher training, so that capacity is built within the building.</p> <p>Administrative team monitored DIBELS,</p>	<p>augmented by a co-created Course of Action, workshops, co-presented staff sessions, inter-classroom visitations, and lesson/unit design.</p> <p>In dedicated site visits, with an eye toward the on-going school process of equipping students with the beliefs and behaviors of life-long learners, the mentor will train teachers on how to craft authentic opportunities within the instructional day to focus on eliciting student voice. Through project-based learning, students will participate in training that promotes intellectual growth, creativity, agency and personal investment for self-directed learning and ownership. Students, working with their teachers and site mentor, will collaboratively develop projects, products, and lessons that increase student engagement. The result will be that the students will become proficient with sharing their ideas and understandings with both their school and community.</p> <p><b><u>Large Group Seminars:</u></b> Large group Saturday seminars will assure growth across the disciplines as seminar participants share experiences, artifacts and ideas as they implement, learn and grow together.</p> <p><b><u>Leadership Training:</u></b> Training will be devoted for department</p>
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	<p>math module assessment data, Journeys Program data, and student work to track the effectiveness of the DDI implementation. Administration also collected and analyzed action and re-teaching plans as a method to monitor the implementation of these plans (ensuring teachers are moving from analysis to action and a DDI building goal).</p> <p>MJD has conducted full day Saturday workshops/PD, specific to recommendations that ensued from the state led DTSDE review. The focus of these workshops were based on tenets 2 – 6 and included such topics as:</p> <ul style="list-style-type: none"> <li>• Infusing rigor in the classroom, including an explicit definition of rigor (Admin. team created a “rigor checklist” to be used during classroom visits)</li> <li>• CCLS alignment in all lessons</li> <li>• Creating Mastery Learning Objectives</li> <li>• Higher-order questioning</li> <li>• Student Engagement: How to facilitate <b>Think Pair Share and Turn and Talk</b> as a means to increase student dialogue</li> </ul> <p><b>NSIP:</b> Principal attended the Annual National SAM/Principal Conference to continue to further learn and enhance their knowledge about the National</p>	<p>chairs, school administrators, district leaders and other key school personnel. This work will focus on student strengths while building a culture of collaboration amongst teachers, students, parents and the community that improves instruction and intensifies accelerated learning for all students. This leadership training has as one of its primary goals the development of a Transformational Sustainability Plan.</p> <p><b><u>Executive Leadership Training:</u></b> In addition to the 4 shared leadership training sessions described above, the NUA will engage in 4 additional on-site leadership development sessions designed to build on the unique strengths of the school’s leadership team.</p> <p><b><u>Teacher Leaders/Coaches Training:</u></b> The purpose of this training is to develop a Transformational Sustainability Plan. Included in the plan is the continued development of teacher leaders/coaches. These are individuals who aspire to deepen their understanding of NUA principles and pedagogy, to develop their presentation and coaching skills, and to apply the knowledge and skills to strengthen and sustain the Transformational Leadership Model in their school. Ultimately, the goal is to turn over the process of sustained professional development to this group of</p>
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	<p>SAMs Innovation Project, the Principal/SAM process, and to learn strategies to increase Principal’s impact on instruction in the classroom. SAM regularly monitors calendar and meets with principal to ensure that the majority of principal time is spent in teacher instructional support.</p>	<p>professionals. This a major component of how capacity will be built within the school specific to NUA efforts.</p> <p><b><i>NSIP:</i></b> Principal will continue to attend the Annual National Sam/Principal Conference to refine and enhance knowledge around the SAM Innovation Project, the Sam process and continue to learn and practice strategies which allow the principal to maximize their time spent on building teacher capacity around instructional pedagogy. The Dean of Students will absorb SAM duties and work with principal to prioritize their professional calendar to ensure instructional observations and walkthroughs correlate immediately with provided directive and actionable feedback to teachers.</p> <p><b><u>Summer 2015 Professional Development Institute:</u></b></p> <p>Administration and coaches will facilitate summer PD, with a specific focus on CCLS alignment in all lessons. Teachers will have the opportunity to utilize state assessment raw data (to be released on July 1), identify instructional gaps utilizing the DDI process, unpack the standards addressing those gaps (MJD uses a specific “unpacking the standards” protocol created collaboratively with district’s</p>
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			<p>Office of School Leadership), and plan as grade level and vertical teams to create strategies which allow for the infusion of the ELA and Math shifts regularly in lessons. This planning PD will also focus on creating Mastery Learning Objectives which will engage students in being responsible for their learning expectations. These facets will address tenet 3 DTSDE recommendations. To address Tenet 4 DTSDE recommendations, PD will also focus around infusing research-based questioning techniques to engage students' thinking around the content. Such suggested strategies include Turn and Talk, Think Pair Share, Volleyball versus Ping Pong questioning (these types of questioning involve engaging students in collegial dialogue with their peers. This Summer PD will have follow-up throughout the school year with job-embedded PD provided by instructional coach. SIG substitutes will provide coverages during these times so that teachers are free to attend.</p> <p><b><u>Professional Development Tenet 5:</u></b> The Dean of Students will provide PD specific to PBIS efforts and how it influences student social and emotional well-being as well as strategies on how to conduct discussions with students specific to their academic and social emotional progress. Dean will provide training on the</p>
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			<p>specific data points to be collected so that these conversations occur regularly. These data conferences ensued as a recommendation form DTSDE state led review. These trainings will occur at staff meetings and during specific, scheduled grade level ties where Dean will be on the agenda.</p> <p><b>Tenet 6 Parent Engagement:</b>  MJD will incorporate a parent university which will serve as professional development to parents, specific to discussing the specific academic and social emotional needs of the children and how the school community and families will collaborate to impact the success of the children in school and in the home. These universities will take place in conjunction with other scheduled evenings, such as ELA/Math night, Parent/teacher conferences...).</p>
ii. Describe the schedule and plan for regularly		SAM was monitored so that a greater	<ul style="list-style-type: none"> <li>• Administration will anticipate in</li> </ul>

<p><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>awareness of how the Principal’s time is spent during the day is strategically planned and focused on instructional capacity building in staff. Moving from awareness to action, Principal and SAM set monthly goals to increase instructional impact. On a consistent basis, the principal has exceeded her goal in focusing more than 50% of her time on instructional support and feedback to staff members. SAM and principal met regularly daily for 1 hour to reflect on the day and reconcile the calendar) and conduct coaching conversations so that the time spent on instructional leadership continues to increase. SAM assistant principal supported the principal with strategically scheduling feedback meetings with teachers based on TimeTrack calendar.</p> <p><b>DDI:</b> Teachers aligned curricular materials and instructional practices with the CCLS timeline for the various content areas during grade level meetings, by unpacking the standards. Instructional Modules for ELA and Math were ordered with SIG funding to support increasing the rigor in classrooms as well as ensure the ELA and Math shifts and practices are infused in lessons regularly. Coaches provided training and support to teachers to ensure that they are implemented with fidelity. Evidence of effective implementation has been revealed in CFA and building</p>	<p>meetings weekly to analyze surveys and other teacher input mechanisms for the effectiveness of PD provided.</p> <ul style="list-style-type: none"> <li>• Administration will continue to conduct frequent and targeted walkthroughs, to observe and monitor the implementation and effectiveness of provided and job-embedded trainings.</li> <li>• Coaches, Administration and teachers will regularly monitor data to monitor the effectiveness of PD. Data to be examined will consist of CFA, Building mini-assessments on Wednesdays, State assessment, DIBELS, module and programmatic data.</li> <li>• Administration will participate in trainings provided so that there is knowledge across the board of the strategies that should be infused from the trainings, into the classroom.</li> <li>• Teachers and coaches will use grade level and staff meeting time to model strategies and lessons obtained from provided trainings. In addition, student work will be examined to determine if such strategies are impacting student achievement.</li> <li>• Re-teaching and action plans that ensue from the DDI process will be</li> </ul>
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	<p>formative assessment data. From CFA 1 to CFA 3, there is a consistent increase in students achieving proficiency and a decrease in students performing at level 1 (data views attached, by gender)</p> <p>Instructional coaches have attended weekly district professional development meetings for coaches to turn-key information and trainings at the building level. The topics of the meetings included data driven instruction, differentiation, core subject knowledge, and research based best practices. The assistant principal, who was a former instructional coach, conducts regular meetings with coaches to refine their coaching communication skills, to effectively implement the three phases of coaching (planning and reflecting conversations)</p> <p>Teachers and coaches continued analyzing data and creating action plans, using test in hand analysis, to ensure instruction is driven by data. Action plans are posted in data “war room” so that instructional strategies can be quickly visible and monitored for implementation. CFA, building formative assessments, module assessment data and DIBELS are used to identify student gap/needs and to create differentiated groupings in the classroom.</p>	<p>monitored by administration to determine if strategies delivered from partners and job-embedded professional development is being included as best practice to address instructional gaps within the classroom.</p> <p>Grade levels will continue to be 1 hour for all grade levels, in addition to 1 hour of CPT on a rotating basis. MJD will continue to incorporate vertical Math and ELA department meetings. In addition, SBIT DDI meetings will continue once a cycle to have team discussions on partner and job-embedded PD.</p>
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	<p>In data war room, individual student data is posted in such a way where each student's picture is posted on an index card, with their data from various data points listed. This method assists teachers in keeping academic discussions focused on data of individual students.</p> <p>For the 2014 – 2015 school year, grade level meetings and common planning times have increased to an hour and MJD has also incorporated ELA and Math vertical departmental meetings to analyze module assessment data and share strategies to strategically implement CCLS modules.</p> <p>CFA data will be used to re-teach skills based on standards. Teachers do not have access to the individual questions that were given during each CFA, only the standard. Using the standard, teachers can develop interventions, enrichment, and differentiation. Teachers will create learning objectives and creative common instructional strategies. They can also provide accelerated instruction for students who are proficient. One example of using CFA data with technology for Math is using Pearson Success net and Castle Learning. ActiVotes could be used with CFA data for ELA instruction.</p> <p>In the 2014 – 2015 school year, teachers</p>	
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		<p>worked on curriculum mapping and vertical planning using previous year data to address gaps specific to grade levels and standard. Teachers identified standards being taught by day and week. Teachers compared the map to NYS Assessments for alignment.</p> <p>Coaches collaborated with teachers to create a calendar to identify when they will teach and reteach standards. This has helped to improve student achievement though the use of data and assessment.</p>	
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<b>Project Plan and Timeline</b> (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section of the original SIG application.		<p><b>Creating and maintaining a data-driven culture:</b> All grade level and vertical team meetings have a data-driven focus, as evidenced through minutes and administrative presence. On a regular basis, instructional action plans are ensuing from these meetings and student work continues to be brought to meetings for analysis to determine if reteaching plans are effective(copies of reteaching plans are housed in “data war room” so teachers can also discuss what is working. Administration is analyzing teacher action plans that have ensued from data analysis (template attached) QTW (building Quiz</p>	<p><b>MJD will continue to focus on the following key strategies, with the goal of continuing to build that capacity and sustain efforts.</b></p> <p><b>Creating and maintaining a data-driven culture:</b> All grade level and vertical team meetings have a data-driven focus, as evidenced through minutes and administrative presence. On a regular basis, instructional action plans are ensuing from these meetings and student work continues to be brought to meetings for analysis to determine if reteaching plans are effective(copies of reteaching</p>

	<p>Taking Wednesdays) data is brought to meetings for analysis and data from these assessments is now displayed in all classrooms. As evidenced through administrative walkthroughs, students are able to articulate their performance on these assessments. Data displays are updated regularly and drive data discussions with students. Data conferences have begun and are being conducted by teachers as well as the guidance team. When comparing CFA 1, CFA 2 and CFA 3, most grade levels are demonstrating growth in proficiency, as well as movement across levels, specific to decreases in level 1 performance and increases in level 2 performances, and increases in proficiency levels. As recent CFA assessment data is yielded, in addition to CPT and grade level meetings, team data meetings are held and are facilitated by coaches and administration where discussion ensues about teacher practice and its influence on CFA results (for example: after coaches and admin. analyzed data from CFA 3, grade 5 was a concern due to limited growth occurring. A specialized meeting was held with this team).</p> <p>School 37 continues to implement single gender education models in grades 4 – 8. As reflected in the data section of this report, both boys and girls are experiencing growth. In some cases,</p>	<p>plans are housed in “data war room” so teachers can also discuss what is working. Administration is analyzing teacher action plans that have ensued from data analysis (template attached) QTW (building Quiz Taking Wednesdays) data is brought to meetings for analysis and data from these assessments is now displayed in all classrooms. As evidenced through administrative walkthroughs, students are able to articulate their performance on these assessments. Data displays are updated regularly and drive data discussions with students. Data conferences have begun and are being conducted by teachers as well as the guidance team. When comparing CFA 1, CFA 2 and CFA 3, most grade levels are demonstrating growth in proficiency, as well as movement across levels, specific to decreases in level 1 performance and increases in level 2 performances, and increases in proficiency levels. As recent CFA assessment data is yielded, in addition to CPT and grade level meetings, team data meetings are held and are facilitated by coaches and administration where discussion ensues about teacher practice and its influence on CFA results (for example: after coaches and admin. analyzed data from CFA 3, grade 5 was a concern due to limited growth occurring. A specialized meeting was held with this team).</p>
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	<p>growth is reflected in movement from low to high levels where other growth is reflected in more students attaining proficiency in after CFA 3 was administered. All in all, boys and girls are demonstrating movement and growth in performance levels. Not only is classroom data discussed at meetings, but discussions have now transitioned to more gender specific data performance with gender specific teacher action plans.</p> <p><b>Implementing CCLS aligned instruction in all grades:</b> School leaders continue to collect lesson plans and provide targeted feedback. As of this reporting cycle, feedback is based on evidence of specific CCLS shifts and practices, as described on the tri-state rubric. This feedback is now actionable feedback, as suggested as a result of our DTSDE review. Lesson plans are also collected and analyzed for the presence of rigor in lessons. Based on our recent DTSDE review, it was suggested that rigor be defined for staff, with specific strategies to accompany the definition. Administration has created a targeted checklist which serves to define rigor for staff (how to create objectives, develop rigorous questions..) Thus far, this checklist has served to drive debriefing and post conferences with teachers. As evidenced through coaches' logs that are submitted, coaches are conducting more</p>	<p>School 37 continues to implement single gender education models in grades 4 – 8. As reflected in the data section of this report, both boys and girls are experiencing growth. In some cases, growth is reflected in movement from low to high levels where other growth is reflected in more students attaining proficiency in after CFA 3 was administered. All in all, boys and girls are demonstrating movement and growth in performance levels. Not only is classroom data discussed at meetings, but discussions have now transitioned to more gender specific data performance with gender specific teacher action plans.</p> <p><b>Implementing CCLS aligned instruction in all grades:</b> School leaders continue to collect lesson plans and provide targeted feedback. As of this reporting cycle, feedback is based on evidence of specific CCLS shifts and practices, as described on the tri-state rubric. This feedback is now actionable feedback, as suggested as a result of our DTSDE review. Lesson plans are also collected and analyzed for the presence of rigor in lessons. Based on our recent DTSDE review, it was suggested that rigor be defined for staff, with specific strategies to accompany the definition. Administration has created a targeted checklist which serves to define rigor for staff (how to create objectives, develop</p>
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	<p>planning conversations with staff, specific to aligning their lessons to CCLS. Coaches are providing job-embedded professional development to teachers during vertical team and grade level meetings around unpacking the standards, specific to standards to which student performance was well below mastery on recent CFA administration (those data and standards described in data section of report). Teachers, as evidenced in action and re-teaching plans as well as grade level discussions, are more aware of their instruction being standards driven, rather than program driven. Teachers are now monitoring and adjusting their lessons based on what standards students must master as well as how those standards will be addressed on the assessment and in subsequent grade levels.</p> <p><b>Implementing PBIS model school-wide:</b> Through the collaborative efforts of the guidance team, SST, and the PBIS team, PBIS initiatives are being implemented with fidelity building-wide. These teams continue to be a consistent presence during team and grade level meetings to provide professional development as well as data updates specific to PBIS initiatives, as evidenced by minutes and administrative presence at these meetings. The building is continuing to implement a gender-based floor point system, which</p>	<p>rigorous questions..) Thus far, this checklist has served to drive debriefing and post conferences with teachers. As evidenced through coaches' logs that are submitted, coaches are conducting more planning conversations with staff, specific to aligning their lessons to CCLS. Coaches are providing job-embedded professional development to teachers during vertical team and grade level meetings around unpacking the standards, specific to standards to which student performance was well below mastery on recent CFA administration (those data and standards described in data section of report). Teachers, as evidenced in action and re-teaching plans as well as grade level discussions, are more aware of their instruction being standards driven, rather than program driven. Teachers are now monitoring and adjusting their lessons based on what standards students must master as well as how those standards will be addressed on the assessment and in subsequent grade levels.</p> <p><b>Implementing PBIS model school-wide:</b> Through the collaborative efforts of the Dean of Students who will serve as the lead and coach SST, Say Yes Coordinator and the PBIS team, PBIS initiatives will continue to be implemented with fidelity building-wide. These teams will be a consistent presence during team and</p>
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	<p>rewards students who exemplify model behavior, specific to the building’s “Triple” A model (Attendance, Academic Achievement, and Attitude). As evidenced by the chart posted in main corridor of building, data illustrates an increase in points for all three floors, which is an indicator that students are responding to PBIS initiatives. In addition, because there is a consistent presence at grade level and team meetings, DDI discussions continue to involve all data points, including data associated with the effectiveness of PBIS interventions and supports (suspension, attendance, ODR...). School leader classroom observations and recorded feedback indicates approximately 95% of classrooms visited involve teachers utilizing PBIS supports within their classrooms. This is an indicator that there is congruency in the building with the implementation of the PBIS model. Attendance rates demonstrate an increase and ODR and suspension incidents continue to be on the decrease (suspensions, both long and short term, have decreased by approximately 50%, as of this reporting period).</p> <p><b>Increasing instructional leadership time:</b> As evidenced by the Time Track Portal, and other SAM collected data, the majority of the leadership team’s time is spent on instructional leadership, specifically</p>	<p>grade level meetings to provide professional development as well as data updates specific to PBIS initiatives, as evidenced by minutes and administrative presence at these meetings. The building will continue to implement a gender-based floor point system,, with Dean as lead, which will continue to reward students who exemplify model behavior, specific to the building’s “Triple” A model (Attendance, Academic Achievement, and Attitude). DDI meetings will also continue to include discussions around interventions and supports (suspension, attendance, ODR...).</p> <p><b>Increasing instructional leadership time:</b> As evidenced by the Time Track Portal, and other SAM collected data, the majority of the leadership team’s time is spent on instructional leadership, specifically attending grade level and team meetings, classroom observations and providing directive feedback while reflecting and debriefing with teachers. As evidenced through weekly administrative reports, the leadership team conducts 6 or more classroom walkthroughs a day, with actionable feedback, on a weekly basis. As part of our DTSDE review and recommendations, administrative team is now providing <b>actionable</b> feedback. This feedback provided gives teachers a focus which will be observed by administration for implementation in the near future.</p>
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	<p>attending grade level and team meetings, classroom observations and providing directive feedback while reflecting and debriefing with teachers. As evidenced through weekly administrative reports, the leadership team conducts 6 or more classroom walkthroughs a day, with actionable feedback, on a weekly basis. As part of our DTSDE review and recommendations, administrative team is now providing <b>actionable</b> feedback. This feedback provided gives teachers a focus which will be observed by administration for implementation in the near future. Trends and patterns in instructional observations are discussed at weekly team meetings. As per this reporting cycle, administration shares trends and patterns based on suggested teaching focuses for staff, as a result of CFA data. The team continues to compose action plans, with a specific instructional focus (i.e.: collecting evidence on specific shifts or evidence of the implementation of DTSDE tenet 4 are tools that leadership team uses to influence action plans). Through the efforts of the Dean of Students, our first responders and the implementation of a focus and reflection room for students, students continue to have the opportunity to be accountable for any issues that arise, which has decreased discipline infractions and is allowing for more time for building leaders to build teacher instructional</p>	<p>Trends and patterns in instructional observations are discussed at weekly team meetings. As per this reporting cycle, administration shares trends and patterns based on suggested teaching focuses for staff, as a result of CFA data. The team continues to compose action plans, with a specific instructional focus (i.e.: collecting evidence on specific shifts or evidence of the implementation of DTSDE tenet 4 are tools that leadership team uses to influence action plans). Through the efforts of the Dean of Students, our first responders and the implementation of a focus and reflection room for students, students continue to have the opportunity to be accountable for any issues that arise, which has decreased discipline infractions and is allowing for more time for building leaders to build teacher instructional capacity. <b>***ATTACH SAM DATA</b></p> <p><b>Implementing an Extended/Expended Learning Time program:</b> As of this reporting period, enrollment in ELT has met its goal, as participation has increased slightly. Students participating in the ELT program demonstrated an increase in presence on both the honor and merit roll. Teachers of the ELT program are using data from building Wednesday assessments, and recently</p>
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	<p>capacity. <b>***ATTACH SAM DATA</b></p> <p><b><i>Implementing an Extended/Expended Learning Time program:</i></b> As of this reporting period, enrollment in ELT has met its goal, as participation has increased slightly. Students participating in the ELT program demonstrated an increase in presence on both the honor and merit roll. Teachers of the ELT program are using data from building Wednesday assessments, and recently administered midterms and recently administered CFA 3, to continue to inform the instruction during the ELT so that instructional gaps can be addressed. As of this reporting period, due to the efforts of the guidance department being present in the ELT and the enrichment opportunities offered to students, attendance rates continue to increase, and suspensions continue to decrease.</p>	<p>administered midterms and recently administered CFA 3, to continue to inform the instruction during the ELT so that instructional gaps can be addressed. As of this reporting period, due to the efforts of the guidance department being present in the ELT and the enrichment opportunities offered to students, attendance rates continue to increase, and suspensions continue to decrease.</p> <p><i>Creating and maintaining a data driven culture</i>  <i>Implementing CCLS aligned lessons at all grades</i>  <i>Increasing instructional leadership time</i>  <i>Implementing PBIS model school-wide</i></p>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<ul style="list-style-type: none"> <li>• Student attendance continues to meet target of approximately 89%</li> <li>• Suspensions have decreased by 50%, both long and short term, from previous academic year.</li> <li>• Parent involvement and attendance at school events has increased by almost 50% as evidenced through sign-ins at several events (ELA/Math night,</li> </ul>	<p>MJD will continue to use the following wins as indicators of success for the 2015 – 2016 school year:</p> <ul style="list-style-type: none"> <li>• Attendance and suspensions rates</li> <li>• Academic data: CFA, State assessment, building and programmatic</li> <li>• DDI and grade level minutes</li> </ul>

		<p>Ribbon-cutting, Talent show, Conferences).</p> <ul style="list-style-type: none"> <li>• There is a fully functional, self-directed DDI cycle at CPT and grade level meetings. This is evidenced through analysis of instructional action plans and re-teaching plans that ensue from these meetings. This also serves as a success indicator specific to the MJD DDI cycle consistently moving from analysis to action.</li> <li>• SAM data reveals that the principal's time spent during the instructional and professional day is focused on observations and providing teachers with actionable and directive feedback.</li> <li>• Though MJD did not make their proficiency targets in the previous academic year, dissecting the data revealed that students scale scores are increasing which also indicates that raw points earned are increasing.</li> <li>• CFA data reveals that students attaining proficiency has increased from CFA 1 to CFA 3. Gender-based data also reveals similar results.</li> </ul>	<p>reflecting targeting focus, specific to re-teaching plans</p> <ul style="list-style-type: none"> <li>• Parent involvement</li> <li>• SAM data reflecting an increase in attention to instruction</li> <li>• Actionable feedback given by all administrators</li> <li>• Exceeding 6% target of proficiency on state assessments in 2015</li> </ul>
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis</u>. Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>		<p>Lesson plans were collected, every Thursday, by administration, to monitor the alignment of lessons to CCLS shifts and practices, and that Mastery Learning Objectives are aligned with lessons taught. Administration participates in grade level meetings, in addition, and collects action plans that ensue from CPT and DDI conversations to ensure instruction is</p>	<ul style="list-style-type: none"> <li>• Lesson plans using rigor checklist to ensure alignment to CCLS and infusion of shifts and rigorous Mastery learning Objectives</li> <li>• <b>Administrative report:</b> this report analyzes walkthrough trends that ensue from administrator conducted walkthroughs. Actionable feedback provided</li> </ul>

	<p>being impacted. Administration provides instructional feedback to staff, and shares trends at weekly administrative team meetings. As per DTSDE recommendations, administration provides teachers with actionable feedback and provides teachers with a data that feedback will be monitored for implementation. Frequent walkthroughs (utilizing a Evidence Collection Tool- EngageNY) will continue in the 2014 – 2015 school year, and be specific to CCLS shifts and practices.</p> <p>The Data Coach will continue to collect, analyze and report student attendance data weekly in an effort to maintain a close monitoring of if the school is meeting, exceeding or missing its goal of 90% rate of attendance. The Dean of Students facilitates the development of the Triple A (Academic, Attendance, Attitude) Plan with the PBIS Team to inform and maintain a standard of expectations. Staff received training on effective ways to minimize disruptive behaviors and to maintain frequent contact with families in an effort to keep them informed on their children’s success at school.</p> <p>Guidance and SST are conducting data conferences with students and families to regularly update their academic progress, as per our DTSDE review.</p>	<p>from these will be reviewed weekly t administrative weekly team meetings.</p> <ul style="list-style-type: none"> <li>• CFA and building assessment data will be reviewed by administrators and coach to create targeted support to staff</li> <li>• Suspension, ODR and attendance reports will be regularly analyzed by Dean to refine and adjust supports.</li> <li>• Re-teaching and instructional action plans will be monitored and used to frame administrative walkthroughs and observations.</li> </ul>
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<b>Budget Analysis/Narrative and Budget Documents</b> (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		<ul style="list-style-type: none"> <li>• Dr. Leonard Sax-Single Gender Education: Provided PD on gender-based education to build capacity in staff and become a special feature that the building has to offer to students.</li> <li>• National Urban Alliance – Turnaround Partner: <b>NUA</b> provided training on Culturally Responsive Instructional Strategies to instructional staff, and students during the summer of 2014, and 2015 school year (February and March: 6 days). Strategies reflected in lesson plans and observations.</li> <li>• National SAMs Innovation Project – SAM Training: <b>National SAMs</b> Innovation Project – SAM training facilitates a collegial relationship between the principal and the school’s SAM to engage in daily reflective dialogues regarding the principal’s time spent on instructional leadership. Data reflects increase in principal time spent on instructional leadership.</li> <li>• Research For Better Teaching – Skillful Teacher Training: Training in Skillful Teacher. Strategies and content evident in grade level meetings, lesson plans and observations.</li> <li>• NITS (Niagara Instructional Technology Solutions): <b>NITS</b> provided job embedded professional development in 2014 – 2015 during grade level meeting times on how to access critical student information, track and monitor participation in new learning opportunities and IT resources while remaining current with the ever-evolving education and technology arenas. Teachers use the Illuminate system to create formative assessments and monitor student performance.</li> <li>• Life Technologies: A Bio-infomatics Science based company which established an official partnership with School #37, provided students in grades 5 and 7, interactive, hands-on science-based learning experiences accompanied by a CCLS aligned curriculum. Program has increased engagement in students, specific to the science classroom. This program will be expanded to other grade levels. This partnership also facilitated a STEM conference for students as well as conducted a STEM speaker series for grade 7 students.</li> </ul>

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.

<b>Leading Indicators</b> – 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	93%	92%	88%	89%		Attendance continues to increase progressively due to PBIS initiatives and Dean of Students working collaboratively with guidance department.	Dean will continue to work collaboratively with the SST, Say Yes Coordinator and teacher designee team to ensure there is a proactive approach to addressing attendance issues. Dean will be the point person for PBIS initiatives.
Teacher Attendance	96%	91%	94%	93%		Teacher attendance remains steady, and is exceeding atarget. Administrative team provided teacher attendance awards and incentives to improve these rates.	Admin. team will continue to work collaboratively on incentives to address any teacher attendance issues.
Office Discipline Referrals	25	30	18	20		Dean of Students has consistently worked with staff around the progressive discipline policy, which has decreased referrals. MJD focus room has also assisted in allowing students to have accountability in their own behavior.	Dean will continue professional development at grade levels and faculty meetings to ensure there is consistent and frequent support around PBIS initiatives, as well as discipline policy. Dean of Students will focus attention on the protocol for student transitioning to minimize behavior referral issues during these times.
Extended Learning Time						Over 50% of the student population at MJD has participated in the ELT, where enrichment activities took place on a	Continue to provide ELT and maintain participation rate, through increasing parental involvement, teacher planning

						regular basis as well as reinforcement of the shifts and practices in CCLS for ELA and mathematics.	sessions, administrative presence and recruiting focused on data.
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