

CONTINUATION PLAN
School Innovation Fund Grant (SIF)
2015-16

School:	McKinley High School	District:	BUFFALO City School District
BEDS Code:	140600010098	District Contact:	Casandra Wright cwright@buffaloschools.org 716.816.3536
Enrollment:	946	SIF Design Framework:	Career & Technical Education
Grades Served:	9-12	Cohort: 3	X
Lead Partner or Partner Consortium (LP/PC):	Southern Regional Education Board (SREB)	Supporting Partners:	

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

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

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIF 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.		The Chief Academic Officer, the Associate Superintendents of School Leadership (ASL) and their staff in the Office of School Leadership (OSL) were responsible for coordinating the district turnaround efforts. This oversight and coordination ensures consistency and coherency of expectations. The ASLs, each with their own team consisting of a	The leadership structure that will assume the primary responsibility for district turnaround efforts is organized in the Department of Teaching and Learning. The department leadership team consists of: 1. Chief Academic Officer

	<p>Supervising Principal, Director and instructional coaches assisted with the instructional and operational needs of the schools. This model assisted schools with curricular and instructional needs related to the implementation of the CCLS, school learning walks, grade level meetings, master schedules and budgeting and staffing needs. The OSL prides itself in addressing school needs within a 24 hour period. While this support is provided to all schools, Priority and Focus Schools in the district receive another level of support.</p> <p>The OSL's primary role is to provide support and leadership in order to improve student achievement. Learning walks conducted by teams gathered information and made observations to inform a Differentiated Support Plan that outlines the supports that will be provided to the Priority School specific to the Tenets in the DTSDE reports. These plans are reviewed and updated on an ongoing basis. As a result of the ongoing support for schools, the district's "Three Big Rocks" which are embedded in the daily work of principals and consultant partners represent the collaborative effort to improve schools. The specific actions of the principals include:</p> <ol style="list-style-type: none"> 1. Leading Grade Level Meetings and Common Planning Time and weekly Instructional Leadership meetings. 2. Visiting classrooms daily to monitor instruction and provide feedback. 3. Using the DDI process to drive instructional planning and re-teaching. <p>The individuals responsible for providing oversight and support to our lowest achieving schools (improving schools) are the ASLs assigned to that school and their support teams. Together with the Superintendent and the Chief Academic Officer, school turnaround efforts are monitored, supported, and modified as needed to improve student performance. Currently, Priority Schools in the</p>	<ol style="list-style-type: none"> 2. Associate Superintendents for School Leadership(4) 3. Assistant Superintendent for Curriculum, Assessment and Instruction 4. Assistant Superintendent for School Accountability 5. Assistant Superintendent for Special Education <p>The Office of School Leadership, namely the four associate superintendents for school leadership, assume direct responsibility for leadership development of priority school principals and their school leadership teams. The responsibilities include direct monitoring of the turnaround efforts and the evaluations of school principals. Performance management reports, SIG grants, DTDSE recommendation review, and the quality of school improvement efforts are critical components of the work of this office.</p> <p>The Offices of Curriculum, Assessment and Instruction, School Accountability, and Special Education also are intricately connected within the Teaching and Learning Department, and each contributes to the coordinated district effort to improve student learning and achievement. The Office of Curriculum and Instruction defines the viable curricula based on Common Core State Standards, district level assessments, and teaching practices that are most likely to result in achievement gains. Professional development efforts are also planned and supervised by this office. The Office of School Accountability takes responsibility for the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and</p>
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	<p>district receive these additional services and supports:</p> <ul style="list-style-type: none"> • ASLs and their teams held monthly meetings with individual principals to review and monitor the implementation of their SIG through mid-cycle checks on the Performance Management Report • “Reality Checks” for Priority Schools through the Transformational Leadership Learning Network • Professional Development on the Common Core Learning Standards (CCLS) • On-site coaching services • Professional Development on data-driven instruction • Provide on-site assistance in the implementation of SIGs and SCEPs • Additional services and coordinated efforts of the Curriculum, Assessment and Instruction team, special education support, and the student support division as needed. <p>The Office of School Leadership also provided liaison support to each of the EPOs as directed by the Vice President of Student Achievement, Board of Education. This support is collaboratively defined by the EPO Superintendents, the Vice President of Student Achievement, and the ASLs and aligned to the expectations and supports that the district has for schools that are involved in the turnaround efforts. All district services were available to the EPO’s as provided for in the EPO contracts. Additional oversight and support for the low achieving schools included the provisions for extended learning time, summer school, a credit recovery program for seniors and the STAR Academy for overage students with fewer than five credits. These district wide supports are designed to assist all schools in meeting their school based</p>	<p>evaluation efforts. The Office of Special Education monitors compliance with federal and state regulations for the education of students with disabilities and works closely with the other offices to plan and modify instructional practices.</p> <p>Working as one unit, the Department of Teaching and Learning is led by the Chief Academic Officer, who sets systems and structures in place to guide all initiatives and works with all offices to set priorities, establish systems to achieve them, and monitors quality of all efforts.</p> <p>District and schools work in tandem to establish roles and responsibilities of school-based instructional coaches, Title I reading and math specialists, professional development for teachers and school leaders regarding Common Core implementation, data-driven instructional practices, and evaluation of teachers. School learning walks, grade level meetings, master schedules, staffing and budgets are also guided by this department.</p> <p>Priority school principals will meet monthly, separately as a group, with associate superintendents to address their specific needs and ideas toward improved collaborative efforts to improve teaching and learning opportunities in the schools and to continuously share practices that are working at various schools.</p> <p>Tenet 2 is the primary work of the Office of School Leadership. Tenets 3 and 4 are the primary work of the Office of Curriculum, Assessment and Instruction. Coordination is key, and that occurs on a regular and continuous basis. The District's "Big Rocks"</p>
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	<p>turnaround efforts.</p> <p>In addition to these services, the continued support of staff from the OSL will include the realignment of a position that OSL was unable to find successful candidates. The vacant position was a Studying Skillful Teaching Support Teacher.</p> <p>The district did hire the Multilingual Support Teacher. The purpose of that position was to continue to build teacher capacity and provide follow up support for the professional development in identified areas of need.</p> <p>14% of the District's English language learners (ELLs) are enrolled in our priority schools. The District contracted with Pearson Education to provide Sheltered Instruction training to both administrators and teachers at priority schools. The Multilingual Support Teacher is a certified trainer in Sheltered Instruction and provided support via site visits, co-planning, modeling lessons and analyzing data. The support teacher collaborates with District and school instructional coaches to gain a thorough understanding of the eight components of Sheltered Instruction and delivering lessons that incorporate elements of the eight components. The support teacher worked with teachers to help them use the elements in their district adopted curricula. The support teacher collaborates with the Multilingual Department to deliver staff professional development and follow up to ensure consistent implementation of research based practices that will improve student achievement.</p> <p>The addition of two .4 FTE math and ELA teachers assigned to the CTE department supported individual CTE programs at priority schools. The math and ELA support teachers provided on-site support in the CTE classroom to oversee math and ELA integration as required by NYSED CTE certification process. This teacher is the teacher of record for either math or ELA. Students are now able to obtain the 4th year of ELA and/or the 3rd year of Math credit through</p>	<p>continue to frame the overall efforts of the department and permeate the work of the schools. The District's "Three Big Rocks" for Instructional Leadership encapsulate the district's theory of action and are:</p> <ol style="list-style-type: none"> 1. Visiting classrooms daily and providing teachers with feedback. 2. Leading effective grade level/subject common planning meetings. 3. Using data to drive instructional practices. <p>The individuals responsible for providing direct oversight and support to the priority schools include the staff of the Office of School Leadership. This includes four associate superintendents, two directors, two supervising principals, three instructional specialists, and one supervisor of school turnaround. All others in the department support their efforts.</p> <p>Principals who participate in the Transformation Leadership Learning Network (TLLN) as part of their SIG plans are supported by the associate superintendents. The district SIG continues to offer priority school principals the opportunity to attend the Harvard Turnaround Leadership Conference. Associate superintendents offer onsite coaching to priority school principals. The Office of School leadership continues to act as liaison to the EPOs as directed by the Vice-President of Student Achievement from the Board of Education. This support is collaboratively designed and agreed upon by the EPO superintendents, the vice president of the BOE, and the associate superintendent for school leadership. All district services are available to the EPOs as outlined in the EPO</p>
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	<p>their CTE program. Additionally the support teachers provided technical support in the administration of industry / technical assessments.</p> <p>An ELA portfolio has been developed that is utilized in both Junior and Senior years. The support teacher along with the CTE content area teacher utilizes a series of assignments within the portfolio to develop ELA skills that are aligned with and embedded in the CTE curriculum. Through a series of assignments the student gains expertise in the area of ELA that will help them to be college and career ready. The portfolio includes but is not limited to resumes, job applications, and research articles specific to the CTE content area. This is directly related to the Business curriculums at Riverside, South Park, Bennett and Lafayette schools. For example, web design, requires students to develop a website at the professional level. Additional portfolio assignments include, Technical reading and writing within their CTE area, mechanism descriptive reports using power point, problem solving and solution papers which helps students to prepare for their industry specific internship. After completion of the two year portfolio, this allows the students to earn the fourth year of ELA credit as well as give them the ELA skills necessary to be competitive in the world of work or post secondary education. Upon completion of this portfolio, the student have met the rigorous qualification to obtain the 4th year of ELA credit. The purpose of the ELA credit is to ensure that students are allowed to stay in their CTE area and not be dropped from the CTE program when they are unsuccessful in a traditional ELA classroom. This support allows us to increase the school's graduation rate while giving the proper credit, maintaining student attendance and keeping the students engaged in the area they specifically identified as an area of interest.</p> <p>The purpose of the .4 FTE Math support teacher works directly with the CTE content area teacher to</p>	<p>contracts.</p> <p>Summer school, and other enrichment experiences in partnership with community-based organizations, as well as curricular programming guidance for extended learning day programs, are all part of the department responsibilities.</p> <p>In addition to these efforts, the district SIG resources will be devoted to a multilingual coach, who will support the work of ESL and bilingual teachers to build their capacity to differentiate instruction and utilize Sheltered Instruction Protocols. More than half of the priority schools have high populations of students who are new English learners. The district must continuously upgrade teacher practices to assist these students, many of whom are refugees with limited educational opportunities in their backgrounds.</p> <p>District SIG resources will also be utilized to allow 3 administrators to attend the School Turnaround meetings and 6 to attend ongoing DTSDE state-level training.</p> <p>In 2015-16, directors and supervisors of core subject areas will offer five days of professional development to all Buffalo Public School teachers in grade level cohorts to strengthen their understanding of best practices for implementation of the Common Core State Standards. This professional development experience will take place during the regular school day and will be led by the Office of Curriculum, Assessment and Instruction. Instructional coaches will participate in monthly professional development on research-based instructional "best practices" to continuously hone their skills, and turnkey essential learning to teachers at the building level. Instructional coaches</p>
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	<p>identify, via a rubric all math skills embedded into the current specific CTE content curriculum. The rubric is specific to the CTE course which then rates each student on their math ability in each identified area. (attached) For example, in the auto technology course, the process of aligning an automobile, the math skills are identified for that procedure, such as angles, circle geometry and trigonometry.</p> <p>They identified projects, classroom activities and when required provide individual remediation on key math concepts increase a students math skills.</p> <p>Assessments</p> <p>Additionally, the math and ELA support teachers act as a second set of eyes working through Infinite Campus to ensure that the students are sequenced in not only in the CTE program but all academic areas as well. They work directly with school's guidance department to troubleshoot and identify areas of need and support to ensure students achieve their CTE endorsement and graduate on time.</p> <p>Teachers administered the pre and post industry assessments which lead to New York State Technical Skills Endorsement. The pre-test administered in the Fall of Senior year gave the support teacher and CTE teacher data to inform them on areas of need for the students not only in their CTE specific course but as it relates to their academic skills required for successful completion of the course.</p> <p>Studies have shown that students in CTE are engaged in their education are less likely to drop out, graduate at a higher rate than their academic peers, go on to post secondary education/training and are still enrolled in post secondary/ training six months after graduating which is the highest indicator for college success. (Partnership for 21st Century Skills, March, 2011).</p> <p>In February of 2015, the instructional coaches were reassigned to their respective departments in</p>	<p>will then provide follow up at each building, including discussion at grade level meetings and in-class modeling of techniques and strategies.</p>
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		Curriculum, Assessment and Instruction. In March of 2015, one of the ASLs was promoted to Chief of Strategic Alignment and Innovation. Currently, two ASL positions are vacant.	
ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.		<p>The Chief Academic Officer, the Associate Superintendents of School Leadership office (ASLs) and their staff in the Office of School Leadership are responsible for coordinating the district turnaround efforts. The Chief Academic Officer guides and directs the roles/responsibilities of the work in both the OSL and former Office of Strategic Alignment and Innovation (this office was dissolved into the OSL) in all areas. This oversight and coordination ensures consistency and coherency of expectations. The ASLs provide leadership to the Office of School Leadership, each with their teams, consisting of a Supervising Principal, Director and instructional coaches who assisted with the instructional and operational needs of the schools. This model assists schools in curricular and instructional needs related to the implementation of the CCLS, school learning walks, grade level meetings, master schedules and budgeting and staffing needs. The OSL prides itself in addressing school needs within a 24 hour period. While this support is provided to all schools, Priority and Focus Schools in the district receive another level of support.</p> <p>The OSL's primary role is to provide support and leadership in order to improve student achievement. Learning walks conducted by teams gathered information and made observations to inform a Differentiated Support Plan that outlines the supports that were provided to the Priority School specific to the Tenets in the DTSDE reports. These plans are reviewed and updated on an ongoing basis. As a result of the ongoing support for schools, the district's "Three Big Rocks" which are embedded in the daily work of principals and consultant partners represent the collaborative effort to improve schools.</p>	<p>The provision of high quality accountability and support that characterizes the Department of Teaching and Learning operates in the following manner:</p> <p>Chief Academic Officer:</p> <p>Directly supervises the work of the associate superintendents for school leadership and the assistant superintendents for curriculum, assessment and instruction; school accountability; and special education. Weekly meetings are established with specific agendas to inform, review and comment, solve problems, assign responsibilities, and plan for specific activities. This includes identification of priorities, topics for principals' meetings, response to DTSDE reports, review and comment on documents prepared for accountability (out of time schools; phase-out plans; phase-in plans; SIG plans), curriculum and assessment (assessment calendar and design of system; curriculum documents; review of state initiatives and regulations; professional development plans; instructional coach network plans), monitoring of DCIP and DE responsibilities, and all unique issues related to the education of students with disabilities and English language learners.</p> <p>Associate Superintendents for School Leadership:</p> <p>Directly supervise and evaluate the work of the building principals in all matters related to school improvement and turnaround; act as the</p>

	<p>The specific actions of the principals include:</p> <ol style="list-style-type: none"> 1. Leading Grade Level Meetings and Common Planning Time and weekly Instructional Leadership meetings. 2. Visiting classrooms daily to monitor instruction and provide feedback. 3. Using the DDI process to drive instructional planning and re-teaching. <p>The individuals responsible for providing oversight and support to our lowest achieving schools (improving schools) are the ASLs assigned to that school and their support teams. Together with the Superintendent and the Chief Academic Officer, school turnaround efforts were monitored, supported, and modified as needed to improve student performance. Priority Schools in the district receive these additional services and supports:</p> <ul style="list-style-type: none"> • ASLs and their teams held monthly meetings with individual principals to review and monitor the implementation of their SIG through mid-cycle checks on the Performance Management Report • “Reality Checks” for Priority Schools through the Transformational Leadership Learning Network • Professional Development on the Common Core Learning Standards (CCLS) • On-site coaching services • Professional Development on data-driven instruction • Provide on-site assistance in the implementation of SIGs and SCEPs • Additional services and coordinated efforts of the Curriculum, Assessment and Instruction team, special education support, and the student support division as needed. <p>The Office of School Leadership also provides liaison</p>	<p>advocates for school leaders at the district level in all matters pertaining to teaching and learning; request services from colleagues within the department to resolve problems, activate initiatives, support efforts, and improve practices in support of schools. Directly supervise the work of the supervising principals and directors in the office to respond to needs of principals and communicate as needed; directly supervise the work of the SIG supervisor and instructional specialist to monitor the implementation of all SIG plans and review the performance management reports. The associate superintendents have the major responsibility for the leadership tenet of the DTSDE; they are directly involved with the day-to-day work of the principals and their efforts to improve student learning experiences and achievement through committed and enlightened leadership. Associate superintendents spend minimally one half of each school day in buildings working with principals and leadership teams.</p> <p>Assistant Superintendent for Accountability:</p> <p>Directly supervises the work of those personnel assigned to the office that perform the work of the APPR, DTSDE reviews, state assessment processes, program evaluation, and data analysis. The assistant superintendent works directly with NYSED on the matters related to the responsibilities of the office and collaborates with the associate superintendents for school leadership and the chief academic officer to ensure compliance and quality of effort. Monthly updates are provided at principals' meetings, and regular presentations are made to the Board of Education's Student Achievement Committee. The assistant superintendent explains accountability rules and processes to all district personnel and</p>
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	<p>support to each of the EPOs as directed by the Vice President of Student Achievement, Board of Education. This support is collaboratively defined by the EPO Superintendents, the Vice President of Student Achievement, and the Chiefs of School Leadership and aligned to the expectations and supports that the district has for schools that are involved in the turnaround efforts. All district services are available to the EPO's as provided for in the EPO contracts and upon request.</p> <p>Additional oversight and support for the low achieving schools included the provisions for extended learning time, summer school, a credit recovery program for seniors and the STAR Academy for overage students with fewer than five credits. These district wide supports are designed to assist all schools in meeting their school based turnaround efforts.</p> <p>BCSD has invested heavily in Research for Better Teaching's Studying Skillful Teacher Course. To date, 240 BCSD teachers will have completed this course. Per course evaluations, teachers have rated this course as highly meaningful to their professional practice.</p>	<p>to the BOE. Data collection, review and reporting is a major responsibility of this office.</p> <p>Assistant Superintendent for Curriculum, Assessment and Instruction:</p> <p>Directly supervises the work of all discipline based directors and supervisors, and has direct responsibility for Common Core State Standards implementation and the implementation of quality professional development experiences for teachers. This position brings critical program information, relevant issues and recommendations to the Department of Teaching and Learning meetings and planning sessions. DTSDE recommendations and district and building priorities are incorporated into learning walks that provide professional feedback to building leadership teams. This effort is coordinated among all other divisions of the department. Curriculum and assessment design, advocacy for use of effective instructional practices, and networking with building-based instructional coaches are key responsibilities of this office. All divisions of this department are dependent on the work of this office for viable curriculum, useful assessments for data-driven inquiry and action, and professional development. All critical issues are considered by the department and shared collaboratively.</p> <p>Assistant Superintendent for Special Education:</p> <p>Directly supervises the work of the directors in this division to oversee, support and advance learning for students with disabilities. Compliance, legal, and process issues are critical to the work of this department, as well as the introduction and advocacy of specialized instruction to accommodate the learning needs</p>
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		<p>of identifies students. The assistant superintendent works closely with the remainder of the department on issues of staffing, placement of programs, quality of instruction, and compliance. This office also has a regular interface with NYSED related to ongoing issues related to special education programming.</p> <p>Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted to resolve issues. The Chief Academic Officer is responsible for the oversight of all of the offices, and regularly communicates with each division leader. The Chief Academic Officer attends all principal meetings and engages building leaders in discussions leading to improved practices. Small group meetings are held on timely topics for input and feedback. The CAO also brings critical matters to the superintendent of schools on a regular basis. A summer planning session is held to coordinate calendars for the school year, decide on priorities, and plan for critical work in a collaborative and coordinated fashion. As needed, the department leadership works with other departments as needed on topics that cross over into other areas, such as federal consolidated grants, extended learning time, and financial resources. The Say Yes program is also involved with the department on key initiatives.</p>
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Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIF plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the	GREEN	Scholastic, Inc. Leadership Training and Development: School Leadership Teams (SLT) will receive training	School Leadership Team training will continue via Scholastic, Inc. in July and August 2015 which will enable the schools to develop a plan of action that

<p>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>from Dr. Sue Szachowicz, former principal of Brockton High School. Scholastic, Inc. consultant, Dr. Sue Szachowicz is a turn-around leader that has seen significant change in graduation rates at her former Massachusetts high school. That has been sustained over 10+ years. The Buffalo City School district will provide leadership training for the team to:</p> <ul style="list-style-type: none"> • Focus on school-wide strategy of writing • Implementation and monitoring strategies. <p>The team will develop a professional development schedule that includes:</p> <ul style="list-style-type: none"> • Writing strategies • Content area literacy • Unpacking the Common Core Learning Standards in the content areas • Data Driven Inquiry (DDI) based on 2014-15 NYS ELA and Math data • Scheduling writing assessments school-wide. <p>McKinley Vocational High School (MVHS) worked with the Southern Regional Education Board (SREB) as a lead partner to meet its needs and reach its goals. SREB is an experienced school transformation specialist that focuses on CTE academy development, including standards alignment in CTE and academic areas and CTE and academic curriculum integration utilizing the following professional development support:</p> <p>This year we followed the High School That Work (HSTW) Key Practices that provided direction and meaning to comprehensive school improvement and student learning:</p> <ol style="list-style-type: none"> 1. High expectations — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback. 2. Program of study — require each student to complete an upgraded academic core and a concentration. 	<p>can be implemented at the beginning of the 2015-16 academic year.</p> <p>McKinley Vocational High School (MVHS) will continue its partnership with the Southern Regional Education Board (SREB). During the first year of implementation SREB has proven that its previous successful experience working with restructuring CTE schools and achieving positive CTE and academic results is what is needed at MVHS. In addition, SREB has assisted with scheduling and systems redesign while providing intensive job-embedded professional development for teachers and staff with experienced instructional coaches. During the 2015-16 school year the support will focus on improving the teaching and learning by providing intensive job-embedded support to teachers and administrators.</p> <p>While strengthening the 2014-2015 LDC/MDC cohort with continued training, a new cohort of teachers for both initiatives will be selected to begin training and implementation to grow the initiative school wide. Eleven days of coaching for each initiative will be provided by SREB. Further support for the CTE teachers will be provided through an addition 5 days of training and 4 days of job-embedded coaching. Counselors will build their career/college post-secondary programs with 6 days of support for <i>Counseling for Careers</i>. Administration will be provided 30 days of coaching to support continued development of the Freshman and Career Academies, building the capacity for a data-driven instructional program, as well monitoring the global support provided to the school.</p> <p>Use the High Schools That Work (HSTW) framework to provide teachers and leaders with a continuous improvement process to:</p> <ol style="list-style-type: none"> 1. Take ownership of both the problems and solutions for improvement.
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	<p>3. Academic studies —teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. School leaders need to:</p> <ul style="list-style-type: none"> • Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers. • Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments. <p>4. Career/technical studies — provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. School leaders need to:</p> <ul style="list-style-type: none"> • Develop standards, conditions and agreements for awarding postsecondary credit in high demand career/technical fields to high school students. • Require senior projects with academic, technical and performance standards. • Provide students opportunities to work toward a recognized employer certification. <p>5. Work-based learning — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.</p> <p>6. Teachers working together — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate</p>	<p>2. Have school and teacher leaders commit to a functional mission and have adult and student actions align to the mission.</p> <p>3. Change school and classroom practices in ways that get students to put forth greater effort in order to meet college and career readiness goals.</p> <p>4. Make it a daily goal to engage student intellectually, emotionally socially and behaviorally in all classrooms by using of authentic, real-world assignments, project-based learning and other research-based instructional strategies.</p> <ul style="list-style-type: none"> • By intellectually, we mean more students completing assignments that would be in the upper quadrants of Norman Webb's Depths of Knowledge – compare, analyze, synthesize, problem solving, make comparisons and predict outcomes. • By emotionally, we mean connecting assignments to students' goals, aspirations and interests so they can see a connection between what they are studying in school and their own personal interests. This is done by giving students greater choices in how they can meet course standards. • By socially, we mean connecting students to each other, to the teacher, counselors, and adults outside the school so they can find the support that they need to be successful in school and continue on to make the transition from school to the next level. • By behaviorally, we mean special efforts made to teach students those habits of behavior and mind that make for responsible students manifesting into quality adults. <p>5. Develop an effective career guidance and advisement system that connects every student to an</p>
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		<p>mathematics into science and career/technical classrooms.</p> <ul style="list-style-type: none"> • School leaders need to support: academic and career/technical teachers in engaging students regularly in reading books and articles writing, making presentations, and using high-level reasoning and thinking skills. • Mathematics, science and career/technical teachers working together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms. • Students actively engaged — engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology. 	<p>adult who is responsible for developing a relationship with students and their parents. This will involve student interest inventories and other data to help them make better choices regarding setting career and educational goals and to align a program of study to achieve those goals.</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>GREEN</p>	<p>MVHS Administrators participated in each professional development offered by SREB. Evaluation sheets were collected at the end of sessions as part of the Professional Growth System Management procedure. During participant classroom coaching sessions, administrators observed and made note of the teachers applying what was learned and the quality of implementation. Discussions with all teachers during a weekly collaboration common planning time (CPT) included review of the work of SREB. An Exit summary - feedback form was collected after these weekly CPT sessions and reviewed by administrators to determine effectiveness of professional development and next steps.</p>	<p>MVHS Administrators have been actively monitoring SREB's support through participation in all professional development for each initiative, collaborating with their designated school improvement coach in designing and assessing progress by all participating staff, and providing continuous input in the planning and implementation process. Coaching reports and agendas are disseminated by MVHS administration to ensure that support is addressing intended needs and enabling revision as needed. This process will continue throughout the 2015-2016 school year.</p>

* The LEA must provide a 2015-2016 Memorandum of Understanding (MOU) for each partner identified as either the Lead Partner or a partner in the Partner Consortium. Each MOU is to be signed by both the LEA and the partner. This MOU is to clearly identify the joint accountability to improve student achievement by both the LEA and the partner, as roles and responsibilities of both are also clearly delineated. MOUs are to be submitted by June 15, 2015 and in place by July 1, 2015; otherwise, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.	GREEN	In order to ensure that all students will benefit from rigorous curriculum, MVHS teachers began the school year looking at end of year data from Regents exams, district Common Formative Assessments (CFAs), post assessments and individual courses. The focus of data driven dialogue was to analyze the student data, discuss possible misconceptions and errors, then present observations and inferences. Teachers also share their “best practices” for student engagement and increased academic achievement weekly in common planning time (CPT)	MVHS will continue to implement the Common Core Learning Standards to ensure all students benefit from the rigorous curriculum. Teachers will continue working within the NYS and LDC modules, backward planning, putting interventions in place for struggling students, revising those interventions if there not successful, and creating scaffolding materials for students in need of additional supports. The use of data to drive instruction will continue to be a major focus during weekly common planning meetings. Teachers will continue the use of the Data Driven Instruction process looking at data from Regents and Common Core exams, district common formative assessments (CFAs) and post assessments, and teacher created CFA's. Teachers will continue analyzing trend data and use this data to plan vertically and horizontally with their teams. The use of data driven dialogue to improve student achievement will continue to evolve at McKinley High School. McKinley High School has been given 30 document cameras to use to record student assessment data. These document cameras will be used to upload assessment data into the illuminate system, given teachers more time to analyze and discuss student data and errors making observations and inferences that will affect their teaching strategies. Also, teachers will also continue to share their best practices for student engagement and increased academic achievement weekly in common planning time.
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	GREEN	LEADERSHIP SUPPORT School leadership will use practices that effectively support teachers to improve their instruction through effective planning and follow-up to professional	Through the implementation of <i>Enhanced CT</i> , LDC, and MDC; teachers are integrating strategies that incorporate rigor, student-activated learning, literacy strategies for reading and writing throughout all

<p>academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>	<p>development, use of classroom observations with quality feedback and continuous focus on data driven instruction as key to the schools success. The SREB plan of support not only focuses on the structure of career academies, but provides technical support to:</p> <ul style="list-style-type: none"> • Move the common core standards into classrooms; • Increase the quality and rigor of current career technical programs of study; • Provide access to new, 21st century career technical programs of study; • Develop a quality Counseling for Careers program; • Improve the transitions into and out of McKinley High School; and • Develop and increase the capacity of school and teacher leaders. <p><u>MATHEMATICS DESIGN COLLABORATIVE</u> The Mathematics Design Collaborative (MDC) Professional Development focuses on providing mathematics teachers with ongoing, high-quality professional development to move the mathematics College and Career Readiness Standards into classrooms. The Shell Centre in England and the University of California at Berkeley produced a series of Formative Assessment Lessons (FALs) for grades six through ten, focused on advancing student mathematical understanding and problem-solving skills. The FALs are built around a set of rich tasks connected to the CCRS and are intended to be embedded within a teacher’s curriculum. FALs address common misconceptions and strive to develop deep understanding key learnings in math classrooms. The FALs are designed to engage students in a <i>productive struggle</i> with their mathematics learning. The Formative Assessment Lessons are of two types; those that focus on the development of</p>	<p>curricular areas using the LDC module creation process, and formative assessment lessons in the instructional planning and delivery of mathematics at all levels. The goal is to strengthen implementation while enlarging the number of teachers being trained in these areas. Visible shifts are being observed in participating educators as well as administration building capacity in these instructional areas that support the common core and 21st century skills.</p> <p>The teachers being trained in <i>Enhanced CT</i> will be revising their delivery of instruction to incorporate more student-driven project-based activities that utilize both authentic experiences with a deeper, rigorous program. While the 2014-2015 school year enabled an analysis of practice with an introduction of new strategies, the 2015-2016 school year will allow for a deeper implementation and more job-embedded coaching. The MDC lead teachers along with the new cohort will plan more formative assessment lessons to increase student-ownership and critical thinking skills as a common practice in class. The LDC goal is to spread literacy across the curriculum areas – the entire school – therefore, while a first cohort will continue to increase their capacity building modules and lessons that are driven by the essential question built that drives the lessons within the module. The new cohort, inclusive of a variety of content areas, will continue this goal so that common language of literacy skills will be woven throughout the school.</p>
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	<p>conceptual understanding and those that focus on problem solving. Concept Development lessons are intended to assess and develop students' understanding of fundamental concepts through activities that engage them in classifying and defining, representing concepts in multiple ways, testing and challenging common misconceptions and exploring structure. Problem Solving FALS are intended to assess and develop students' capacity to select and deploy their mathematical knowledge in non-routine contexts and typically involve students in comparing and critiquing alternative approaches to solving a problem.</p> <p><u>LITERACY DESIGN COLLABORATIVE SUPPORT</u></p> <p>The Literacy Design Collaborative (LDC) Professional Development is an approach for incorporating literacy College and Career Readiness State Standards (CCRS) into middle grades and high school content areas and making literacy instruction the foundation of the core subjects. LDC allows teachers to build content using a coherent approach to literacy.</p> <p>The concept evolved from the work and research led by Vicky Phillips, former district and state superintendent and current director of Education (US) for the Bill and Melinda Gates Foundation, and what she calls "the wisdom of practice." The CCRS emphasis on literacy across the core subjects inspired small groups of practitioners to collaborate on a way to ensure students leave high school with the literacy skills needed to succeed. They created a framework for secondary ELA, social studies, science and career technical studies. The work quickly expanded to a larger initiative and evolved to become the LDC. SREB expanded the work to include elective programs, specifically Career Technical Programs.</p> <p>Overarching Goals of LDC</p> <ul style="list-style-type: none"> • To engage students in reading, comprehending, analyzing, interpreting, and responding to 	
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		<p>complex texts.</p> <ul style="list-style-type: none"> • To align assignments to the College and Career Readiness Standards and to promote collaboration • To help teachers personalize learning so that every student can master CCRS • To ensure that all students can be college and career ready. <p><u>ENHANCED CTE SUPPORT</u></p> <p>The <i>Enhanced CTE</i> Professional Development trainer works with the team to brainstorm project ideas and then further develop the project ideas that are aligned with the CTE course standards and to embed applicable literacy, math and science state standards. <i>Enhanced CTE</i> training and coaching focuses on six of the eight Signature Features of Rigorous Programs of Study: Access to Programs of Study, Leadership, Developed Curriculum, Robust Major Assignments, Assessment, and Working with Business and Postsecondary Partners. The outcome is for each CTE course to have four to six developed authentic rigorous CTE projects used to teach the courses standards for the year. The projects in addition to meeting the Project Based Learning standards will include a robust literacy task, embedded 7-step math lessons on skills students must master to complete the project, and use the science or engineering process to investigate, plan and develop the project.</p> <p>The goal is have a fully developed sequence of CTE courses using authentic- and rigorous workplace projects that deliver NYS's technical standards as well as provide students the technical and academic skills necessary for college- and career success. The method used by the <i>Enhanced CTE Programs</i> is twofold. First, CTE program teachers, their business/industry and postsecondary partners and core academic teacher representatives review the program's courses and determine a sequence of project ideas to teach the courses' standards. The</p>	
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	<p>second step is a series of training and coaching sessions for the CTE teachers and the academic teacher representatives to expand the ideas into authentic and rigorous workplace projects using the components of project-based learning with “just-in-time” instruction that embed literacy, math, and science standards and skills.</p> <p>COUNSELING FOR CAREERS SUPPORT</p> <p>Provide professional development to initiate changing the culture on campus to put students first, and make everyone accountable for student success.</p> <p>Provide both on-site and electronic support to a school team as they plan to develop a comprehensive Counseling for Careers program. This could involve support to a middle school, high school and/or a technology center.</p> <p>Help counselors take a new look at opportunities in career pathways and the new Advanced Career curriculum. These courses are constructed and designed to lead students to opportunities at the end of high school, such as an advanced training to an associate’s degree, or even to a baccalaureate degree.</p> <p>Advanced Career curricula is developed with a mix of cognitive, academic, technical and 21st-century skills, which leads to completing challenging projects which enhances and increases both academic and technical skill education.</p> <p>Counseling for Careers will help counselors understand the different strategies for delivering high-quality Career and Technical studies. In comprehensive high schools, it is often delivered through pathways, through planned programs of study and through career academies. Presently, 1,200 shared-time technology centers in America allow students the opportunity to go on a part-time basis and remain in their home high school. There are a number of states that offer full-time studies grades 9 through 12 in a technical high school and</p>	
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		<p>some grades 11 and 12. Increasingly, there are small early-college programs emerging around a career focus. There are opportunities for on-the-job training. Counseling for Careers educates counselors and school leaders in understanding the positives of student organizations in building student leadership skills.</p> <p>Quality Career and Technical courses add value and relevance to academics and college and career readiness. Students who have robust, rigorous assignments in Career and Technical fields are 15 percent more likely to meet college readiness standards in math and 20 to 25 percent more in literacy, and science.</p>	
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>	<p>GREEN</p>	<p>Before-school and after school programs are provided for students four days per week in all subject areas. Academic Intervention Services (AIS) and Credit Accrual, Homework support, and Extra-curricular programs are available including: open gym, chess, leadership groups, and health and fitness. Our Extended Learning Time (ELT) program included both academic and extracurricular opportunities for all students through the school year and as part of a six-week summer school opportunity provided to MVHS students. ELT is an important tool in improving student outcomes. MVHS has created an ELT program that is used to deepen instruction in the core subject areas, career and technical education, increase enrichment opportunities, and to support student socio-emotional developmental health.</p> <ul style="list-style-type: none"> • CAO – 21st Century Program is an after school program that offers academic tutoring and opportunities for students to engage in enrichment activities, such as exercise classes, photography classes, and dance classes. • BPS – Credit Accrual Program is open to the entire district and is offered after school Monday 	<p>MVHS will continue with a similar format for ELT during the 2015-16 school year. Before-school and after-school will continue and a six week learning opportunity for all students during the summer of 2016 will be offered</p> <p>Freshmen Academy, will provide a two week extended learning opportunity for incoming freshmen to expose them to their core curriculums and give them exposure to the rigors of Common Core Algebra, CTE Math, and ELA. It will also provide students with a framework for meeting their social emotional needs while attending McKinley High School for four years. The students will meet with counselor and learn of the support services available at MVHS to meet their needs. McKinley High School has also secured a Title III Grant for our ESL student providing additional learning time before and after school in the core content areas. Teachers were also provided with a training on building back ground information on ESL students throughout the content, in an effort to provide additional scaffolding throughout the content areas</p>

		<p>through Thursday. It gives students the opportunity to make up credits that they did not accrue in previous academic years.</p> <ul style="list-style-type: none"> • Buffalo State College Liberty Partnership Tutoring Program works with students in their core area classes to complete homework and class work assignments, during and after school. This Program has an office within our school building, making it easy for students to connect with a tutor. • Canisius College Academic Talent Search Tutoring Program works with students in their core area classes to complete homework and class work assignments, during and after school. • Teacher Lead Tutoring Sessions occur on a daily basis at McKinley High School. The guidance department creates a comprehensive list of teachers from all content areas that are available to tutor before and after school. This list is shared with students and parents; it is posted on our school website and posted throughout the school building. • Health and Fitness Club makes our school weight room open to students and staff members to work out before and after school, which is a great stress reliever. • Academic Enrichment Clubs foster students' curiosity about different subject matters and allows them to delve deeper into a content area. • Distinguished Ladies Program offers female students the opportunity to participate in community activities and it enhances their etiquette skills, as well as their self-advocacy skills. • Distinguished Men Program offers male students the opportunity to participate in community activities and it enhances their etiquette skills, as well as their self-advocacy skills. 	
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<p>iv. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>	<p>YELLOW</p>	<p>Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning, but how do we make sure that we're using the data from those performance tasks to close those gaps? Educators in the most rapidly achieving schools cite data-driven instruction and inquiry as one of the most important factors in helping all students achieve success.</p> <p>We have successfully begun a system that will more effectively allow both administration and faculty to review trends in our common planning sessions, determine appropriate differentiation strategies, and apply intervention strategies as needed to ensure measurable academic achievement. We are revising our collection routine to include student sub-groups to obtain a better picture of relating results to our demographics. As a result, we target professional development to address the performance gaps to better provide faculty with the tools to improve student achievement in these areas.</p> <p>Mathematics: We are incorporating Data Driven Instruction (DDI) analyses of Common Formative Assessments (CFAs) that include observations, inferences, and re-teach strategies.</p> <p>Science: We are reviewing our CFAs using a protocol that highlights strengths (questions in which the success rate was 60% or higher), weaknesses (success rate less than 60%), and a debrief to tackle the weaknesses.</p> <p>Social Studies: We are reviewing our formative assessment data through item analyses and re-teaching based on results. We also provide a differentiated focus for our students who have IEPs or are ESL.</p> <p>English: While we are still developing a systemic review system for all grade levels, this year we are doing a strategic focus for our seniors. We reviewed their English 3 Regents results and English 3 Common Core results from June 2014 and adjusted</p>	<p>This area continues to be addressed through direct professional development with the administration to utilize the attendance, behavior, and course passing (ABC) data as a source of continuous monitoring of student achievement as well as teacher support. The results will also be utilized as a guide for personalized instructional planning for students as well as designing comprehensive intervention services.</p> <p>Our SREB school improvement coach is providing training in using data as a continuing tool to ensure that our ability to make instructional and behavioral decisions not only focuses on student results, but allows us to reflect on teacher practice and support their ability to plan and deliver instruction more effectively. This aligns with the goals of Enhanced CT, MDC, LDC, and affects all content areas to create a data-driven culture throughout MVHS. We will build our collaborative planning times to incorporate these important discussions and address our walkthrough practice to include data points so we can more accurately measure progress.</p> <p>The 2015-2016 school year will incorporate capacity building for administration to build an intentional data-driven plan for a multi-focused system of support for academic, social, and emotional growth. As administration builds capacity, they will then turnkey these strategies to teachers during common planning time and utilize lead teachers to help disseminate this process.</p> <p>During the 2015-2016 school year, our SREB school improvement coach will continue to work with us to incorporate capacity</p> <p>As stated in previous paragraph, we will be able to determine the types of supports that will assist both staff and students to improve student achievement in all areas – attendance, behavior, and course passing. Current CFA data has demonstrated that we need to be more intentional during our common planning time</p>
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		<p>this year's instructional focus based on those results. We expect to see all of the 120 students who were unsuccessful last spring to pass the exam in January 2015 which will put them on track to graduate on time.</p> <p>As this is Year 2 for the implementation of the CFAs, we need to work with our teachers to provide a purpose and goal for students to understand that these assessments provide not only a picture for instruction, but enable them to follow their own progress. We will build into the CFA routine high expectations so that students are demonstrating their highest potential in the completion of these assessments.</p>	<p>to look at the indicators being measured and determine how to align our instruction to address these indicators. The district is also addressing the CFAs to assist all Buffalo Public Schools in this newest measure of student skill levels. We intend to review articulation trends for CFAs as a predictor and guide for support.</p> <p>Our goal for common planning is to create a culture of teacher ownership so that a clear pattern of distributive leadership emerges. Teachers should be begin to take roles that will demonstrate their ability to determine challenges and strengths of their instruction as well as personalizing the environment for students during their CPT discussions. Administration should move to a participant role as teachers take the lead in their collaboration, planning, and discussions that improve the academic achievement and culture of MVHS.</p>
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>	<p>GREEN</p>	<p>The Student Support Team (SST) at McKinley functions as a support service for all students to address emotional and behavioral issues that may interfere with learning. Our services are initiated through a Student Referral Form, which is accessible to all staff. The School Psychologist reviews the information and refers the student to the appropriate school staff member in order to best address the student's needs. Resources available to students through the SST referral process are: Guidance counselors, tutorial services, "Say Yes" (College Prep services and Mentoring program) services, Nurse, Social Worker, Psychologist, Gateway counseling services, and/or CSE chairperson for academic issues.</p> <p>The SST has also developed and implemented school wide programs to recognize and increase positive behaviors. Excellent attendance is recognized through "Breakfast Celebrations" provided through the "Say Yes" funds. Quarterly Merit Roll and Honor Roll assemblies are held to</p>	<p>In order to create a safe, orderly, warm and inviting environment at MVHS, we will continue to work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multi-tiered system of support. This framework includes three levels or tiers of intervention; Tier I (primary or universal), Tier II (secondary or targeted), and Tier III (tertiary or individualized) supports.</p> <ul style="list-style-type: none"> • Tier I supports, implemented with the entire student population, are designed to prevent the development and exacerbation of problem behavior. Pro-social behavior implementing Tier I of school wide positive behavioral supports develop and explicitly teach behavioral expectations (e.g., be safe, be respectful) that are defined for various settings in the school. For example, "be responsible" might be defined as "pick up after yourself" in the cafeteria and "be in your seat with your materials ready when

	<p>honor academic achievements of all our students. The “Mack of the Month” award has been developed this year as well. Posters have been distributed throughout the building to promote positive school wide behavioral expectations. McKinley “Macks” are student who demonstrates trait that are part of the school community. M = Make it to school and class on time; A = Always be respectful to yourself and others; C= Character Counts; K= Keep focused on academic excellence. Every month teachers nominate a student from each grade to receive the “Mack of the Month” Award.</p> <p>In order to address student who do not succeed with the school wide positive behavioral supports, the SST has initiated secondary system interventions. The administration assigns students to a Daily Progress Card to closely monitor students “at-risk” of academic failure. The Social Workers and Psychologist spend time daily in the Student In-School Suspension room in order to monitor students who have numerous office discipline referrals. Students who are “at-risk” for academic failure and frequent behavioral issues are placed in group interventions, mentoring programs, and/or individual counseling with SST. Additionally, collaboration with teachers, legal system, and agency counseling participants, and parents through school based meetings and home visits may occur.</p> <p>The SST has partnered up with a variety of agencies. Through this collaboration we have offered many opportunities to students and their families. More Than Sad is one example of a program discussing depression with the school. The SST went into every gym class to present this material. Along with this training a mental health night was held for families to educate them and provide resources. The SST provided a training on warning signs of depression and suicide to staff.</p>	<p>the bell rings” in the classroom. A reinforcement program such as a ticket economy is used to reinforce the occurrence of pro-social behavior, and we use a continuum of logical consequences for inappropriate behavior.</p> <ul style="list-style-type: none"> • Tier II interventions are utilized with students who are not responsive to the Tier I supports. These students continue to receive the Tier I intervention, but more structure and guidance is provided to assist them in meeting school-wide expectations. For example, students who exhibit deficits in social competence (e.g., conflict resolution skills) might participate in a skills group in which all students in the group receive the same level and intensity of instruction, as well as similar feedback on their behavior. Tier II interventions provide <i>opportunities to practice skills</i>. Following explicit instruction and daily review of the desired behaviors, students are regularly provided with opportunities to practice desired behaviors and receive regular feedback. For example, if a counselor works with a small group of students on responding to adult-provided feedback appropriately, the counselor might role-play different situations by giving mock critical feedback to a student and having them practice responding. In addition, the counselor might inform teachers and parents of the skills covered during a given week and ask that they help students practice in natural settings. • Tier III supports provided by our SST Team are provided for students whose behavior is not responsive to Tier I and II interventions. Tier III supports are individualized interventions that require more extensive expertise to develop and often necessitate a significant amount of resources to implement. Tier III supports build upon the large literature base documenting the effectiveness of functional behavior assessment
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		<p>for guiding development of interventions. We are striving to increase access to mental health services and ensuring that measures to improve school safety balance physical safety with psychological safety. To further support student safety, MVHS will further develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. We are working hard to ensure that our school is safe, supportive, and conducive to learning and in doing this we will:</p> <ul style="list-style-type: none"> • Continue to establish a universal school leadership team that includes key personnel: principals, teachers, school-employed mental health professionals, instruction/curriculum professionals, school resource/safety officer, and a staff member skilled in data collection and analysis. • Assess and identify needs, strengths, and gaps in existing services and supports (e.g., availability of school and community resources, unmet student mental health needs) that address the physical and psychological safety of the school community. • Evaluate the safety of the school building and school grounds by examining the physical security features of the campus. • Review how current resources are being applied, for example: <ul style="list-style-type: none"> ■ Are school employed mental health professionals providing training to teachers and support staff regarding resiliency and risk factors? ■ Do mental health staff participate in grade-level team meetings and provide ideas on how to effectively meet students' needs? ■ Is there redundancy in service delivery? ■ Are multiple overlapping initiatives occurring in different parts of the school or being applied to different sets of students?
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			<p>Further, we will:</p> <ul style="list-style-type: none"> • Implement an integrated approach that connects behavioral and mental health services and academic instruction and learning (e.g., are mental health interventions being integrated into an effective discipline or classroom management plan. • Continue to provide adequate time for staff planning and problem solving via regular team meetings and professional learning communities. Identify existing and potential community partners, develop memoranda of understanding to clarify roles and responsibilities, and assign appropriate school staff to guide these partnerships, such as school-employed mental health professionals and the Dean of Students. • Provide professional development for school staff and community partners addressing school climate and safety, positive behavior, and crisis prevention, preparedness, and response. • Engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment.
<p>vi. Describe the strategies to develop/sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>GREEN</p>	<p>The current system for discipline is orientated on a case-by-case basis for students. When a need arises the child is assigned to a staff to intervene and manage the issue at hand. We are aware that we must use our behavior data to drive our strategies to create an environment conducive to learning and to work with teachers that are in need of classroom management strategies. To address school climate and discipline MVHS streamlined student support services ensuring that a specific procedure is in place to be proactive and positive in addressing student needs within their College and Career Academies Program.</p> <p>During the current school year we focused on efforts</p>	<p>MVHS will continue to assess the structures and resources already in place and determine what additional resources are needed. We will provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to our student population and learning community. Appropriate security measures will be continue to be utilized including the usage of School Resource Officers.</p> <p>As part of the Safe and Civil Schools program which is overseen by the Dean of Student and includes teachers, staff, students, parents and administration, MVHS will continue to focus on fostering improvement in school climate and school culture as well as strengthening student connectedness and</p>

		<p>to:</p> <ul style="list-style-type: none"> • Foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect. • Collect Data. All interventions were data driven and reviewed regularly for effectiveness and fidelity. 	<p>school pride. One of the major components to Safe and Civil Schools is data. All interventions are to be data driven and reviewed regularly of effectiveness and fidelity. Office Discipline Referrals are to be tracked and reviewed regularly. All data is to be input into a database so “problem” behaviors, areas in the building, times of day, a specific students can be identified and interventions can be reviewed. Our 2015-2016 program will again be focused on the Safe and Civil Schools concept, of the Response to Intervention (RtI) Model. There are three tiers of interventions that are layered on top of each other. At MVHS all school staff play an important role in the effective development and implementation of discipline. Discipline practices function in concert with efforts to address school safety/ climate. Positive discipline is incorporated into the overall multi-tiered system of supports, students feel respected and supported, positive behavior is continually reinforced, and in turn our school climate will continue to improve. Additionally, this structure allows for the use of restorative practices that seek to build positive relationships within the school community.</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>GREEN</p>	<p>The formal mechanisms and informal strategies that we have in place at McKinley High School to encourage parent/family involvement and to gauge parent and community satisfaction are:</p> <ol style="list-style-type: none"> 1. Merit Roll/ Honor Roll Assembly 2. Freshmen Academy 3. Perfect Attendance Breakfast 4. Open House prior to school start-up 5. After School Parent Night 6. Health Fair 7. Say Yes Family Support Specialist- Say YES informational Parent Meeting 8. Parent Portal Night 	<p>MVHS is always looking to increase parent involvement in our school community and to receive input feedback on parent and community satisfaction. Next year we are going to give parent surveys periodically to gauge parent satisfaction and to provide support for student learning. We will continue our parent involvement activities from the previous year, and add:</p> <ul style="list-style-type: none"> • Parent ELA and Math night to provide parents with strategies to assist their children with the rigors of the Common Core. • Create a parent resource center. Provide materials on issues of concern to parents, such as child development, health and safety, drug

		9. Sporting Events 10. Principal Breakfast 11. Parent Power Breakfast	education, special education, and so on. Include information about local parenting and social services agencies. If possible, provide sample textbooks, extension activities, software, and audio and videotapes. <ul style="list-style-type: none"> • Provide workshops and materials for parents on typical development and appropriate parent and school expectations, and • Partner with local agencies to provide regular parenting workshops.
<p>* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.</p>			

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIF plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIF plan.	GREEN	<p>In 2014/2015 MVHS teachers, counselors, and administrators began to work with SREB in different professional development opportunities. In 2014/2015 we worked on the following:</p> <ol style="list-style-type: none"> 1. On-site Leadership Coaching Support – Several different sessions with SREB- SREB provided 3 different school leadership coaches to work with the different academic areas: ELA, Math, and CTE academic areas. 2. Our Professional Development days addressed the following Priority Areas: (Literacy): 11 days - 6 PD Days and 5 job-embedded content coaching - SREB provided one Literacy Specialist to work with lead teachers. 3. SREB also provided Professional Development to MVHS teachers and administrators for MVHS second Priority Area which is (Math Instruction): 	<p>To build on the momentum from 2014/2015 MVHS will continue to work with SREB. SREB alongside MVHS will be the only individuals providing PD at MVHS. In 2015/2016 MVHS will work with SREB with the following:</p> <ol style="list-style-type: none"> 1. On-site Leadership Coaching Support - 30 days to monitor and support leaders in academies - SREB will provide 1 school leadership coach to work with all academies. (unlike the 2014/2015 year, a crop of new teachers will be introduced to the training) 2. Professional Development to Address Priority Area #1 (Literacy): 11 days - 6 PD Days and 5 job-embedded content coaching - SREB will continue to provide one Literacy Specialist to work with lead teachers. 3. Follow-up Professional Development to Address Priority Area #2 (Math Instruction): 11 days - 6 PD Days and 5 job-embedded content coaching - SREB

		<p>MVHS was provided with 11 days - 6 PD Days and 5 job-embedded content coaching - SREB provided one math specialist to work with lead math teachers.</p> <p>4. Another Priority Area that was addressed this year was (Enhanced CT): MVHS was provided with 9 days PD - 5 PD Days and 4 job-embedded content coaching - SREB provided one CTE specialist to work with CTE teachers.</p> <p>5. Lastly, the 4th area of Professional Development was MVHS (Counseling for Careers): 6 days - SREB provided a counseling specialist to work with counselors and teachers.</p> <p>6. <i>HSTW</i> Surveys - Faculty and Student Surveys</p> <p>7. SREB leadership support: Support from the Senior Vice President and Project Director. Includes costs for monthly on-site meetings by the Project Director and an annual visit by the Senior Vice President. Standard costs include preparation of materials, on-site support, travel and follow-up.</p>	<p>will continue to provide one math specialist to work with lead math teachers.</p> <p>4. Professional Development to Address Priority Area #3 (Enhanced CT): 9 days - 5 PD Days and 4 job-embedded content coaching - SREB will provide one CTE specialist to work with CTE teachers.</p> <p>5. Professional Development to Address Priority Area #4 (Counseling for Careers): 6 days - SREB will provide a counseling specialist to work with counselors and teachers.</p> <p>6. <i>HSTW</i> Surveys - Faculty and Student Surveys</p> <p>7. SREB leadership support: Support from the Senior Vice President and Project Director. Includes costs for monthly on-site meetings by the Project Director and an annual visit by the Senior Vice President. Standard costs include preparation of materials, on-site support, travel and follow-up.</p>
<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p>GREEN</p>	<p>Our plan for regularly evaluating the effects of training and support include:</p> <ul style="list-style-type: none"> • Follow-up to professional development plans from leadership for each PD aspect of the project (LDC, MDC, ECT) • Focus Team Roll and Focus Team minutes • All academic and career technical classrooms will embed the literacy common core in their units of study. • All students will develop and complete a rigorous Program of Study that includes a Regent's Level academic core and a concentration. • All math teachers will use a balanced approach to instruction that develop student conceptual understanding as well as skills. • All classrooms will embed the Standards of Mathematical Practice. • A teacher focus team will develop a system of support and standards-based grading practices 	<p>Per our plan of work with SREB, and through our daily embedded common planning time, we are creating a targeted walkthrough tool that will be aligned with our bi-weekly reviews for the ABC data. This will enable us to determine both successes/strengths in instruction as well as to recognize challenges and address them through an individualized plan of support for staff. We intend to grow this through implementing a tuning protocol to review student work and benchmark on best practices. This will be supported through our school improvement coach and related SREB coaches. We are intending to build capacity of teachers to lead during common planning time through this process, as well. The walkthrough teams will include the administrative team alongside a trainer from SREB,</p>

		<p>to ensure students meet standards</p> <ul style="list-style-type: none"> • A culture of calm will exist throughout the building. • At least three career academies will be in place that includes business and postsecondary partnerships. • A transition program will help support students as they enter and exit MHS. • A guidance program that annually involves parents in reviewing student Programs of Study progress with opportunities to modify plans. • Protocols to involve parents in supporting students to meet expectations for each academy <p>The processes above will be monitored on a weekly basis by the admin to ensure its completion.</p>	
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIF 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 SIF application.	GREEN	A select group of CTE, ELA, Math, and History teachers have been extremely positive and participated actively in all training and demonstrations in the classroom. Instructional planning for staff participating in Enhanced CT, LDC, and MDC has been observed at a more advanced level. In addition, administration has been actively involved and able to support related staff. Other teachers not participating this year are requesting to be involved as we move forth in 2015-2016.	We plan to increase the number of teachers participating in these important initiatives and create opportunities for staff already trained to mentor new staff. The mentoring program will consist of lead teachers working with selected teachers, by admin during certain times of the day. The mentoring process will be monitor by the admin team.
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 SIF plan implementation and foster increased/sustained buy-in and support for the plan.	GREEN	Administrators where given training from SREB on how to dissect data such as course passing data, ODR’s, and attendance data. This training gave the admin a working knowledge on how to be proactive in the building. MVHS also implemented CTE and core academic courses in our common planning	In the 2015-2016 school year the admin team will be better equipped to use Data to drive the building success, informal observations for teachers will always include feedback from admin, CTE teachers and core academic teachers will have more opportunities to work together to add more academic

		time.	rigor to the CTE courses.
iii. Identify the <u>leading indicators of success that are examined on no less than a quarterly 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.	YELLOW	A major indicator of success that is examined on a quarterly basis are CFA data. Each academic department creates a quarterly CFA that is shared in CPT. The data has been analyzed by the teachers using the DDI process. Administration participates in the CPT review and evaluation process offering feedback and next steps for teachers. Other data that is reviewed on a quarterly basis includes attendance, ODR data, and student five week grade reports. The data was shared with teachers and admin to help move the building.	We will continue looking at all major indicators of data stated in the 2014-15 school year, but with further professional development and training from SREB we will be able to delve deeper into data analysis. The administrative team will continue to look at the data to help assist teachers with their practices within the class.

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Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.	YELLOW	
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 SIF plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.						
Design Element	Progress Report Averages			Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Period 1- Oct Report	Period 2- Jan Report	Period 3- April Report			
Student Attendance	88%	81%	77%	GREEN	To increase attendance in 2014-2015 here at McKinley High School we did the following: 1. McKinley High School hired a .08 attendance teacher to focus on students with chronic attendance issues 2. The attendance teacher uses school attendance data to meet with students and parents to create a plan to improve their attendance. She also does home visits to provide supports to students that are chronically absent. She also takes referrals from teachers to increase student attendance. 3. Say Yes Parent Specialist that provides support to families and	McKinley High School will continue the attendance initiatives from the 2014 – 2015 school in the 2015-2016 school year in an effort to increase student attendance and increase academic achievement. We will expand our Freshman Academy to a two week program and instill in the Freshman class the power of increased attendance and its positive relationship to academic achievement. Our entire school community will be involved in increasing attendance by promoting “What it Means to be a MACK”, with the “M” standing for make it to school and class on time. We will also recognize the homerooms that have perfect attendance on a daily basis. We will hold parent meetings for At-risk students due to chronic attendance issues and we will work with our Attendance teacher to visit student homes, in an effort to create an action plan to return the students to school.

					<p>students struggling with attendance issues.</p> <ol style="list-style-type: none"> 4. To promote perfect attendance we host a quarterly Attendance Breakfast 5. Attendance Awards are given on a monthly basis to students with satisfactory attendance 6. Teachers keep parent call logs on students that have a decrease in attendance 7. Check In/Check Out Program is used to monitor attendance and increase student achievement 8. Through our PBIS team we created an acronym, that stresses the qualities of "What it means to be a McKinley Mack" The "M" stands for Make it to school and class on time. 9. We have seen a slight decrease in attendance as the year progresses, we will continue to work with our students to increase their intrinsic motivation to attend school, and increase parental involvement. 	
Teacher Attendance	95%	93%	85%	YELLOW	<p>During the academic year MVHS celebrated teacher attendance. We explained to our teachers the correlation between increased teacher attendance and an increase in student behavior, which causes a decrease in student ODR's. Doing this resulted in a safer environment in the school, for staff and students, based on a decrease in suspensions.</p>	<p>Next year the principal and assistant principals will continue to closely monitor teacher attendance and:</p> <ul style="list-style-type: none"> • Recognize teachers with outstanding attendance with monthly attendance celebrations • Meet with teachers with chronic attendance issues • Master schedule adjustments allowing for more teacher collaborations. • More professional development opportunities will be provided by SREB on the LDC Model and the MDC Model. A second cohort of teachers will be trained by SREB and cohort 1 will continue their work, focusing on creating cross curricular opportunities.

Office Discipline Referrals	75	206	230	YELLOW	To Decrease ODR's we will implement a progressive discipline plan. We will also look data trends for discipline to be proactive. We will also work with teachers with higher discipline referrals with strategies for dealing with discipline and with building positive relationships with students. We have utilized parent conferences, counseling groups and the check in and checkout system from Safe and Civil Schools Matrix. The Dean of Students has worked with the SST team to strengthen our Safe and Civil School Matrix. This included incentives for good behaviors within the school, such as assemblies and student recognition awards. We held a one week Freshman Academy focused on sharing the McKinley culture, rules and expectations for student behavior. The SST team presented the initiative of "What it Means to Be a MACK" and students performed skits on each particular component. Each component focuses on student expectations and behaviors. Our Freshman Academy also held a Parent power Breakfast at which we shared the Code of Conduct and the "What it Means to be a MACK" initiative	To decrease ODR's we will implement a progressive discipline plan in 2015- 2016 school year. We will also look at data trends for discipline to be proactive. In 2015-2016 McKinley High School will continue implementing many of the discipline strategies from 2014-2015 school year. We will continue to utilize parent conferences, counseling groups and the check in and checkout system from Safe and Civil Schools. The Dean of Students will work with the SST team to strengthen our Safe and Civil School Matrix. This will include incentives for good behaviors within the school. We will also host a two week freshmen academy were students are taught what it means to be a "Mack", and inform them of the student support services that are available to them at McKinley High School We will stress the importance of getting involved in the school community and working with the teachers and administration when they have a problem or issue that can be solved through conflict-resolution strategies. .
Extended Learning Time	289	290	415	GREEN	Before and After School Programs: <ul style="list-style-type: none"> • CAO – 21st Century Program is an after school program that offers academic tutoring and opportunities for students to engage in enrichment activities, such as exercise classes, photography classes, and dance classes. • BPS – Credit Accrual Program is open to the entire district and is offered after school Monday 	Before and After School programs will continue during the 2015-16 school year. Programs will begin in September and continue through June. A six week summer program open to all MVHS students will be offered during July and August 2015. This summer program will offer students the opportunity to work in their shop area to gain an elective credit that they did not attain in their CTE class during the school year. This program will allow students to stay on track with their CTE program and have them

					<p>through Thursday. It gives students the opportunity to make up credits that they did not accrue in previous academic years.</p> <ul style="list-style-type: none"> • Buffalo State College Liberty Partnership Tutoring Program works with students in their core area classes to complete homework and class work assignments, during and after school. This Program has an office within our school building, making it easy for students to connect with a tutor. • Canisius College Academic Talent Search Tutoring Program works with students in their core area classes to complete homework and class work assignments, during and after school. • Teacher Lead Tutoring Sessions occur on a daily basis at McKinley High School. The guidance department creates a comprehensive list of teachers from all content areas that are available to tutor before and after school. This list is shared with students and parents; it is posted on our school website and posted throughout the school building. • Health and Fitness Club makes our school weight room open to students and staff members to work out before and after school, which is a great stress reliever. • Academic Enrichment Clubs foster students' curiosity about different subject matters and allows them to delve deeper into a content area. 	<p>graduate with a four year certificate. The program will sharpen their skills in their prospective CTE program and allow teachers to work on components, such as Math in the CTE classroom. .</p>
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				<ul style="list-style-type: none"> • Distinguished Ladies Program offers female students the opportunity to participate in community activities and it enhances their etiquette skills, as well as their self-advocacy skills. • Distinguished Men Program offers male students the opportunity to participate in community activities and it enhances their etiquette skills, as well as their self-advocacy skills. 	
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Other Whole-School Redesign Elements	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>Design Framework: Reference pages 4-8 in the RFP TA-15 posted at: http://usny.nysed.gov/rttt/rfp/sif-round3/home.html. Describe the specific features of the framework that have been implemented and the plan to continue with additional features.</p>	GREEN	<p>Once CTE only, MVHS's designation was changed from a Vocational Technical High School to a Comprehensive High School, reflecting an educational trend toward academics and away from CTE programs. This change had a substantial impact on MVHS and allowed students to take a liberal arts, non-CTE, path consequently effecting both the atmosphere of the building and the student completion and attendance rate, and overall average GPA.</p> <p><i>"Excellence Through Training"</i> – The mission of MVHS has been to develop the unique potential of each learner by enabling students to acquire knowledge and skills that are needed to be college and career pathway ready and achieve personal, academic, vocational/technical, and civic goals. A core belief at MVHS is that all students attend a school that enables them to be successful, enjoying their educational program, and students perceive themselves as part of a supportive community. MVHS works daily to actualize the vision of the Buffalo City School District: "A world-class education</p>	<p>MVHS does not want to move backward, but forward, to a new model that integrates a full CTE pathway program with rigorous academic coursework, thereby assuring students are career and college ready. All MVHS students will be enrolled in a CTE pathway and McKinley will create separate CTE and academic academies for each. The students and teachers will benefit from a focused school-wide vision and from the smaller learning communities created by the CTE Academies. The smaller learning communities will be the implementation of three advanced programs of study, which will house of CTE courses. These three CTE focused academies will enhance the relevant learning experiences in CTE and academic classrooms. MVHS proposes to transform itself by strengthening its curriculum, improving its CTE focus, and connecting students to colleges, universities, and apprenticeship programs and internships, consequently creating a culture and atmosphere of success and improving student attendance, GPAs, and overall graduation rates. This</p>

		<p>for every child, ensuring every child is college and career ready". This vision is being achieved through the acquisition of 21st century occupational skills built on an academic, vocational and technical foundation which empowers students to be critical thinkers and life-long learners.</p>	<p>change in school model will address the new mission of MVHS and the new vision of the BCSD, while at the same time achieving the goals MVHS has set for its students.</p>
<p>Lead Partner/Partner Consortium (LP/PC): Describe the specific ways in which the LP/PC has worked with the LEA/school to improve student achievement (i.e.: data review, data analysis, formal meetings, systemic structure, etc.).</p>	<p>GREEN</p>	<p>SREB has partnered with McKinley High School in an effort to increase student achievement. In the first phase they have worked with a team of teachers and administration to improve instruction, student engagement, and connect the core curriculum to the CTE programs at McKinley High School. McKinley High School administrators and teachers have participated in a series of professional development opportunities offered by SREB, focused on increasing academic achievement and bridging the Core curriculums with CTE. Administrators have engaged in classroom coaching sessions, observing and noting how teachers were applying what they learned in the SREB sessions and providing targeted feedback to teachers. The coaching sessions were focused on teacher instruction, the development and implementation of LDC modules and student engagement. Teachers working with the LDC modules have developed backwards plans beginning with an essential question and thematic ideas. Teachers have worked on scaffolding materials and on engaging students at a high level. They have planned for Socratic Seminars, reconfigured their classroom desks and materials to encourage classroom discussion, and strategies such as think pair share and jig saw have been incorporated into lessons as well. Administrators also monitored the quality of implementation of the SREB initiatives through attending coaching sessions and participating in monthly LDC work days. The SREB trainers also met with the administrative team monthly to discuss the progress of the new initiatives and the teacher created LDC modules.</p>	<p>MVHS will continue their work with SREB to improve student achievement. A new group of teachers will be trained by SREB during the 2015-16 school year, expanding the staff's understanding, implementation and buy in to the academic shifts being implemented with the SIF Grant. Teachers and administrators will continue to be coached throughout the 2015 - 2016 school year by the SREB team, focusing on the LDC modules, and development of the Cohort 2 teachers and the alignment of cross-curricular projects. Administrators will continue to work in common planning, reviewing data, and creating action plans for teachers based off of purposeful walkthroughs. Also, the collaboration of core curriculum teachers and CTE teachers will continue to expand and improve academic achievement at McKinley Vocational High School, through the creation of cross curricular projects and building student understanding of how CTE is related to core area subjects. Teachers will also continue to collaborate in common planning, sharing best practices to improve student achievement.</p>

		Administration also participated in teacher common planning time, which included review of the work done with SREB. Teacher feedback forms were collected by administrators to plan next steps and professional development.	
Sustainability: Describe the embedded innovations (policies, tools, resources) that have proven effective in 2014-2015 and will be maintained in 2015-2016. Also describe how partner expertise has been transferred to school personnel.	GREEN	MVHS aligned the core academic courses to state the national standards, to prepare students for post-secondary educations and careers. We aligned student classroom assessments and assignments to the state exams and assessments. We have provided more students access to career technical studies. Core area subjects are collaborating with our CTE teachers to create cross curriculum projects, and to provide more academic rigor in the CTE courses. Student engagement strategies have been shared with Core Area and CTE teachers, creating more student centered lessons.	The collaboration of Core Area teachers and CTE teachers will happen to a greater extent in the 2015-2016 school year. This will be done through the integration of reading writing and speaking as strategies for learning the CTE curriculum. Math, Science, and CTE teachers will continue to work together to align and integrate math concepts and skills in their classrooms. Student engagement in CTE and academic classrooms will continue to be rigorous and challenging, by making literacy and text the center of lessons, by creating cross curricular opportunities for students and by offering students the chance to intern in their field of study.
Evaluation of Partners: Describe your analysis of the effectiveness of both your LP/PC and supporting partners. What does the evidence tell you about their effectiveness?	GREEN	The 2014- 2015 data suggests that the SREB program is having a positive impact on teachers, teaching strategies and student engagement in the classroom. SREB has worked with administration to hone their skills on data analysis when looking at course passing data, CFA Data, regent's exam data, ODR Data, and attendance data. The partner effectiveness was measured through formal and informal conversations with teachers during CPT. Teachers completed weekly exit tickets that were focused on feedback in regards to the SIF grant and the work of SREB. The teachers working with the LDC and MDC modules have completed feedback forms that have discussed the positive impact that the modules and the use of backwards design has had on their teaching practices. The administration has reviewed 5 week student data reports and quarterly data that show students grades are improving and student suspension has decreased,	MVHS will measure the effectiveness of their work with SREB in the 2015- 2016 school year by creating a self-assessment tool. Administration will continue having open and honest dialogue with teachers during common planning and collecting teacher feedback forms to plan for future professional development. Classroom observations and teacher feedback will focus on the initiatives being put into place with SREB, monitoring the use of instructional strategies and cross curricular planning. .Also, administration will continue to analyze data from ODRs, student grade reports, CFAs, student and teacher attendance, and NYS Regents data to measure the effectiveness of the work being done with SREB.