

CONTINUATION PLAN

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

School:	North Park Middle Academy	District:	Buffalo City School District
BEDS Code:	140600010066	District Contact:	<i>Margaret Boorady</i>
Enrollment:	<i>283</i>	SIG Model:	<i>Transformation</i>
Grades Served:	<i>5-8</i>	Cohort:	<i>4</i>

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

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

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		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 Supervising Principal, Director and instructional coaches assisted with the	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: <ul style="list-style-type: none"> 1. Chief Academic Officer 2. Associate Superintendents for School Leadership(4)

	<p>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</p>	<ol style="list-style-type: none"> 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</p>
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	<p>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 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</p>	<p>School Accountability takes responsibility for the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and 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</p>
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	<p>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 turnaround efforts. 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. 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</p>	<p>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" 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</p>
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	<p>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 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</p>	<p>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 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</p>
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	<p>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.</p> <p>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 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</p>	<p>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 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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	<p>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 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</p>	
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		are vacant.
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>		<p>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. 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</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</p>

	<p>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 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 	<p>related to school improvement and turnaround; act as the 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</p>
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	<ul style="list-style-type: none"> • 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 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>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 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</p>
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			<p>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 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</p>
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			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
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Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*		<p>Scholastic, Inc. Leadership Training and Development: School Leadership Teams (SLT) will receive training 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 	<p>BPS will build the capacity of its district staff to provide consistent support in the 2015–16 school year via instructional coach training with American Institutes for Research (AIR) during June and July, 2015.</p> <p>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 can be implemented at the beginning of the 2015-16 academic year.</p> <p>Childhood and Adolescent Therapeutic Services (CATS) CATS provides many opportunities to students that they may not receive if we did not have a</p>

	<ul style="list-style-type: none"> • 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>American Institutes of Research</p> <p>Principals expressed interest in receiving support for implementation of the Common Core State Standards and to improve instruction in their schools. They specially identified the need to reengage the instructional coaches in their schools with staff from the Office of Curriculum, Assessment, and Instruction for ongoing support and professional development. In response to this request, BPS would like to build the capacity of its district staff to provide consistent support in the 2015–16 school year.</p> <p>BPS requested assistance to support principals and instructional coaches in the 37 K–8 schools that have Title-I supported instructional coaches as well as assistance to build the capacity of district staff to provide ongoing instructional support to the schools. AIR is prepared to offer 3 training sessions with no more than 26 people in each session for the principal and instructional coach at each of the K–8 schools as well as training for district staff who will be responsible for supporting these schools in the 2015–16 school year (see Table 3). In addition, the leadership coaches assigned to the eight schools that AIR currently supports will provide further coaching support following the training. Additional training will be provided following the end of the school year</p>	<p>partner organization. CATS provides the enrichment portion of the ELT program at NPMA. CATS will continue to provide enrichment programs to students with the addition of aligning their enrichment pieces to the CCLS. Some of the enrichment classes provided will be cooking, dance, architecture, theatre, and other classes that students will be interested in. CATS employees will receive a copy of NPMA’s curriculum map and use this to create their enrichment program lessons.</p> <p>The Social Emotional Coordinator will continue to work with the NPMA students to provide both behavioral, social-emotional, and academic needs. The coordinator will continue to work with students in Youth Court during the ELT program. Youth Court has impacted suspensions in the case that they decreased; this is expected to continue through the 2015-2016 school year. The coordinator will also be a CICO mentor, counsel groups and individual students, facilitate peer mediation, work with families on needs, assist with home visits, and tend to any other tasks necessary to ensuring students are successful in all areas. The coordinator will continue to be an active member of the SST team and attendance team during the 2015-2016 school year.</p> <p>The CATS coordinator will meet weekly with the administrative team to discuss enrollment, staffing, enrichment, lesson plans, transportation, behavior, parent events, and the homeroom data trackers for ELT vs. nonELT students.</p> <p>Say Yes to Education Buffalo</p>
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	<p>in either June or July.</p> <p>Childhood and Adolescent Therapeutic Services (CATS) Child & Adolescent Treatment Services is a non-profit children’s mental health agency that provides innovative, research based preventative and treatment programs that strengthen the emotional health and safety of children.</p> <p>CATS is part of the afterschool program. This program is providing enrichment to the students through hands-on learning experiences, while teaching social-emotional skills.</p> <p>The CATS ELT (Extended Learning Time) Coordinator maintains communication regarding students’ attendance, bussing, and any other after school matters with North Park’s administration and student families. (DTSDE 6.5)</p> <p>CATS programming keeps students safe and productive by providing social-emotional support, high-quality enrichment opportunities, family engagement, and afterschool based supports.</p> <p>The CATS Social-Emotional Coordinator works during the ELT portion of the day. This role includes working as a liaison to the school’s Student Support Team and supporting the PBIS initiatives.</p> <p>The project director has met with the principal to discuss expectations for the next school</p>	<p>The duties of the Say Yes Facilitator have proven to be effective for the NPMA community.</p> <p>The facilitator is a member of the attendance team. This team is responsible for the student attendance and tracking the interventions provided to students. NPMA’s target for student attendance during the 2014-2015 school year was 90.5% and this target was exceeded 91.3%. The services that the facilitator provided in this area have proven to be beneficial.</p> <p>The facilitator will continue to provide behavioral supports through group sessions, mentoring, and CICO for the Tier 2 and 3 students.</p> <p>The facilitator will continue to work with families on ensuring that the student’s academic, social-emotional, and physical needs are being met. This will entail phone calls home, home visits, and information needed for extra services that various outside agencies can provide.</p> <p>Efficacy Institute The Efficacy Institute has given all members of NPMA a common language to communicate regarding student academics and behaviors. The common language will continue to be taught and used throughout the school day to provide feedback to students.</p> <p>Efficacy student workbooks will be purchased for the incoming class in fifth grade. This resource will be used to assist teachers in</p>
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	<p>year.</p> <p>The Social Emotional Coordinator attended the weekly SST meetings, the grade level meetings for attendance, and attendance meetings. The coordinator mentored students who were enrolled in CICO (Check In Check Out). She met with students in the beginning of the day to discuss goals for the day based on points and their behavior targets then met with the students again at the end of the day to review how many points they earned. During this time, discussions with students centered around their understanding of the CICO system and reviewing behavior data. These reviews resulted in lower ODRs and in some instances high student achievement.</p> <p>As an active member of the attendance team, the coordinator would make daily phone calls to homes of absent students. During these calls, the coordinator would follow-up with parents if they were in need of any extra assistance in ensuring their child would be present at school. This assisted NPMA in exceeding its student attendance target for the 2014-2015 school year.</p> <p>Say Yes to Education Buffalo “The Say Yes Buffalo partnership is a landmark collaboration that brings together the Buffalo Public School District, the District Parent Coordinating Council, the Buffalo Teachers Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, higher education and Say Yes to Education,</p>	<p>delivering the Efficacy message and lessons. NPMA will also purchase 300 student journals, which will provide every NPMA student with a journal for the 2015-2016 school year.</p> <p>Any new staff members to NPMA will receive professional development on Efficacy and how to implement it from veteran teachers.</p> <p>The motto of the Efficacy Institute is “work hard, get smart”. This motto will remain the mission statement of NPMA during the 2015-2016 school year.</p> <p>NSIP (National SAMS Innovation Project) NPMA will continue to utilize the tools provided by the SAMS project, such as the principal tracking calendar. During administrative meetings, all administrators will study the graphs that provide data on feedback, observations, behavior, and other pieces of the school day. We will look for trends and use those to develop goals for each administrator. Goals will include a number of times a week to observe teachers, give actionable feedback to teachers, and assign a percentage of celebratory, non-directive, and directive feedback.</p> <p>The principal and SAM AP will continue to meet monthly with the SAMS project representative to receive feedback on the tracking and coaching based on administrative duties.</p> <p>The American Institutes for Research(AIR)-Turnaround Partner</p>
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	<p>Inc., with a diverse group of Buffalo area corporate, non-profit, and philanthropic organizations. Their mission is to increase high school and postsecondary completion rates by organizing people, time, money and resources to remove social, behavioral, health, financial and academic barriers to student achievement. Say Yes Buffalo partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.” (sayyesbuffalo.org)</p> <p>The Say Yes Coordinator at NPMA provides behavior support through CICO daily.</p> <p>She implements the foster grandparent program. This volunteer assists in the classroom to support behaviorally or academically challenging students.</p> <p>Our Facilitator is a member of the NPMA attendance team. She makes daily attendance phone calls and participates in the weekly attendance meeting. During this meeting she brings the data from her grade level she is responsible for and discusses more interventions needed or successes. When needed, she holds SAIG (Social Academic Instructional Groups) groups for students with poor attendance.</p> <p>She meets with the families in their homes if needed to provide referrals for additional services, including but not limited to counseling, wraparound through Family Voices Network, enrichment, and any other as needed services for students.</p>	<p>The administration has shown growth in the area of Tenet 2 on the DTSDE review from the 2014-2015 school year. The AIR coach has provided the administration with feedback and coaching in many areas within Tenet 2. The goal of the AIR coaching is to increase the capacity of the administrators to grow the staff professionally. The coach will provide feedback about feedback being provided to the staff and what the administrators are looking for and noticing during observations. The administrators would like to grow in their leadership skills and have more tools to use to provide coaching to the teachers. This coaching will continue throughout the 2015-2016 school year. The recommendations from the DTSDE Tenet 2 will be a focus for the AIR coach to provide guidance and support to all administrators on.</p>
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The Say Yes coordinator is continuing to work with students who need assistance with having their basic needs met. This includes school supplies, furniture, uniforms, and personal hygiene items.

The Say Yes coordinator invited all of the High Schools and Colleges to attend our Open House. There were 105 guests in attendance at this event.

Efficacy Institute

Efficacy provides a comprehensive package that includes the Mission, Mindset, and Method. The Mission is to make all young people achieve academic proficiency and develop strong character so they are positioned for 21st century success. The Mindset is that children will achieve by working hard to get smart. Efficacy's data-driven SDIS™ (Self-Directed Improvement System™) is the Method. It allows educators and students to analyze performance data, and make feedback about what they did well, and what they need to work on to improve. This feedback helps them build effective strategies for both teaching and learning. The SDIS is a powerful tool - *use data to make feedback and develop a strategy* - in the drive for proficiency. This simple, powerful approach can be easily integrated with existing school data sets. (www.efficacy.org)

The motto of the Efficacy Institute is “work hard, get smart”. This motto became the mission statement of NPMA during the 2014-2015 school year.

All staff members received professional development on what Efficacy is and how to implement it in their classrooms and daily routines. This professional development provided staff members with the tools they would need to teach the Efficacy curriculum to the students at NPMA. The trainings were full day PDs that took place on October 18 and 25, November 8, and December 6. There were 81% of NPMA faculty in attendance for these trainings.

The students began learning the Efficacy curriculum beginning on December 8th. The students had Efficacy daily during the entire second Quarter. After the entire curriculum was taught, the students continued with the pieces of the lessons learned every “E” Day, and it was implemented within their classes. During Efficacy lessons, the students used the Efficacy workbook and journal, which was a part of the expenses paid to Efficacy. Part of the lessons began with a quote and then students wrote a reflective journal on this. All the lessons were aligned to one of the four topics, which were Data/Feedback/Strategey, strong side weak side, failure and difficulty is feedback, and quality life. Each lesson was 45 minutes long.

NSIP (National SAMS Innovation Project)

SAM is a professional development process using a unique set of tools to change a principal’s focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning.

The SAMs personnel continues to visit the school in order to assist with providing professional development on the SAMS calendar. This calendar provides information about each teacher received feedback, were observed, or received professional development.

One of the SAMs personnel delivered professional development to all administrators and instructional coaches who have a SAMS calendar, which is four people total. The NPMA staff now uses the graphs to track time spent with each staff member in different categories.

The data in the calendar is used during administration meetings in order to identify the amount of time certain teachers and grade levels are receiving observations, feedback and professional development. The data is also used to identify other teachers that may need increased time in some categories.

The SAM and the Principal receive monthly feedback from the SAMS representative based on the tracking in the calendar. The calendar is updated during the daily SAM meetings with the AP SAM and Principal.

**The American Institutes for Research(AIR)-
Turnaround Partner**

“AIR is one of the world's largest behavioral and social science research and evaluation organizations. Their overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life.” (www.air.org/about-us)

	<p>The AIR coach is scheduled to come to NPMA monthly. During the visit, the Principal receives feedback on various tasks and duties throughout the day. Some of the feedback that the Principal received was how she led the leadership meetings, delivered feedback to teachers, and what she wrote for her observations. During the AIR Reality Check, the Principal received feedback and coaching from the AIR coach about NPMA's initiatives and how we are implementing our three 'Big Rocks'.</p> <p>The AIR coach also gives the school feedback on various documents created, such as the Performance Management Reports, Action Plans, DTSDE Reflections, and other pieces of evidence that is assisting in raising our academic achievement.</p> <p>The AIR coach also schedules meetings with the Assistant Principals and Instruction Coaches. The Assistant Principals were given the self-reflection tool from the Leadership Competencies to fill out and share with the AIR coach. Based on the self-reflection, these are specific areas that are monitored and discussed.</p> <p>The Principal and AIR coach partake in weekly phone calls. The AIR coach gives feedback and suggestions to the principal surrounding the day to day operations of leading a school building.</p> <p>During the visits, there is feedback given to the facilitators of our Professional Learning</p>	
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	<p>Community meetings (i.e. grade levels, content meetings, SST, and Leadership). Also, the teachers receive feedback from the coach after she does observations in their classrooms. This feedback is shared with the administration as well.</p> <p>On February 26th, the AIR Coach facilitated the AIR TLLN Reality Check with the NPMA Leadership Team. During this time an Action Plan was created to then teach to the staff and implement based on our Big Rocks.</p> <p>Skillful Teacher (RBT) This professional development was provided to 26 of NPMA's staff members this school-year. "The training is defined that skillful teaching includes <i>anything</i> a teacher does that impacts the probability of intended learning. Thus it includes a wide array of skills such as communicating their belief in students' capabilities, motivating and engaging students, demonstrating cultural proficiency, planning engaging lessons, making concepts and skills accessible, and continuously assessing student understanding. It also includes quite a range of activities beyond interactive classroom behaviors, such as analyzing data, designing re-teaching, involving families, and being a good colleague and team member. Becoming a skillful teacher is a life's work." (www.rbteach.com)</p> <p>Over 90% of NPMA's staff members have participated in the Skillful Teacher training.</p> <p>All five cohorts of teachers (26) received training to increase their teaching strategies</p>	
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	<p>and strengthen organizational culture.</p> <p>The strategies taught during this training continually referred back to as a reference and applied in grade level meetings, faculty meetings, PBIS meetings, content meetings, and administrative meetings.</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>The 2014-15 District Partners were assessed and held accountable in the following ways:</p> <ul style="list-style-type: none"> -Monthly coaching sessions (in person, conference calls, webinar) -Email communications -Templates from conferences -Reflections and adjustments made mid –year with the support of coaches and AIR team members -Survey results from staff member regarding the Leadership Team <p>Efficacy Institute The Efficacy Institute provided four trainings for the NPMA faculty. The four professional development dates took place on Saturdays. On October 18th there were 30 teachers and administrators in attendance out of 37. (81%) This is the same number of faculty in attendance on the October 25th training. 84% (31 teachers/administrators) of faculty was in attendance on November 8th. The fourth date, December 6th, had 34 teachers and administrators in attendance; this is 92% of faculty members.</p> <p>An Efficacy representative also came to NPMA on February 26th to speak with parents about what Efficacy is and how we are using it with their children.</p> <p>NSIP (National SAMS Innovation Project)</p>	<p>The 2015-16 District Partners will be assessed and held accountable in the following ways:</p> <ul style="list-style-type: none"> -Monthly coaching sessions (in person, conference calls, webinar) -Email communications -Templates from conferences -Reflections and adjustments made mid –year with the support of coaches and AIR team members -Survey results from staff member regarding the Leadership Team <p>Efficacy Institute NPMA will purchase workbooks and journals for the incoming grade 5 students. The students in grade 5 will receive intensive lessons, during Quarter 1 surrounding Efficacy so they will become familiar with our common language that was developed through the implementation of Efficacy in our building. Efficacy will be held accountable through the walkthroughs and observations of teachers using the Efficacy language that they were trained on. Examples of this “common language” are “failure is feedback, you can do it, I won’t give up on you”.</p> <p>Two students in each homeroom from general education classrooms and one student from each homeroom of 8:1:1 homerooms will be selected for the Efficacy Student Leadership Program and trained with Efficacy Institute</p>

	<p>There are currently four SAM calendars in use. The principal, AP SAM, assistant principal, and one of the instructional coaches each have a calendar they are using with fidelity. The data from these calendars is studied during administrative meetings and adjustments to daily activities are adjusted based on teacher and student need, along with the data from the calendar.</p> <p>The American Institutes for Research(AIR)- Turnaround Partner During the 2014-2015 school year, the AIR leadership coach provided coaching at various levels to the principal, assistant principals, instructional coaches, and teaching staff. The principal received feedback and advice through weekly phone calls. The coach was also available to read over documents such as the DTSDE self-reflection, PMR reports for SIG, then give advice and feedback. The coach was in attendance and facilitated the AIR Reality Check review with the leadership team. Monthly visits occurred by the coach to give face to face coaching session and feedback. The assistant principals met with the coach together and so did the instructional coaches. The Principal met with her one on one. She sat in any meetings that were scheduled for that day and provided feedback to the facilitator as well as the administration. At the end of the day, if she did any observations, she would share her notes with administration and then provide feedback to the teachers one-on-one.</p> <p>Studying Skillful Teacher (RBT) During the 2014-2015 school year there were 12 teachers who attended the Skillful Teacher</p>	<p>staff. There will be five teachers trained in this program to lead and support the implementation of it.</p> <p>NSIP (National SAMS Innovation Project) The calendars will continue to be in full use throughout the 2015-2016 school year. During meetings, the AP SAM will provide graphs that monitor the instruction and management of the administrators at NPMA. The principal will set goals for herself and the two assistant principals based on the data and monitor these goals biweekly. The SAMS representative will continue to provide feedback on the tracking process in the calendar through email and monthly visits. This representative will also be made aware of the goals for each administrator so that representative may help monitor the progress as well.</p> <p>The American Institutes for Research(AIR)- Turnaround Partner The coach will provide the same services in the 2015-2016 school year as she did in the 2014-2015 school year. The coach will provide a list of dates that she will be visiting NPMA throughout the school year. She will also develop goals with the administrators that she will monitor during her visits. The goals will be based on the leadership self-assessment. Administration will create a list of what they would like feedback on and who they need assistance providing more feedback to. Through coaching and feedback sessions, the teachers, instructional coaches, and administrators will grow professionally with the assistance of the AIR coach's training.</p>
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	<p>Training. Their groups were broken into three cohorts, with the last cohort ending in May 2015. There will be over 80% of our faculty who have been trained in this program by May 2015. The vendor provided the district with a script that has the professional development that was included in the training. These pieces were added to NPMA’s walkthrough template so the administration can monitor the implementation of the trainings.</p> <p>CATS (Child and Adolescent Services) Students enrolled in the ELT program were given a pre-assessment in the beginning of the year on Illuminate (resource used by district to create common formative assessments with a question bank to pull from aligned to standards). The post assessment will be given during May on Illuminate. The student growth will be measured after the post assessment is given. Any deficiencies that are trends in the data will be recorded on an action plan for CATS for next year. The afterschool facilitator will assist in creating this plan with administration.</p> <p>The CATS afterschool facilitator met with the administration in the beginning of the year to go over expectations and details about the ELT program at NPMA. The facilitator stayed in contact with NPMA administration through monthly meetings regarding extra events that were scheduled, for example the UB football player coming to speak to the students.</p> <p>The CATS afterschool facilitator was in attendance for grade level meetings, SST meetings, PBIS meetings, and content</p>	<p>CATS (Child and Adolescent Services) The students enrolled at NPMA will take a pre-summative assessment during the first week of school on Illuminate to assess their readiness levels for their current grade level. During Week 30, they will take a post-summative assessment. Based on the pre-assessment results, a goal will be set for the post assessment results. All the CATS staff and ELT NPMA teachers will be aware of this goal. Individual students will create a goal with their NPMA ELT teachers and monitor their progress during afterschool to reach this goal. The growth of each student will be assessed after the post assessment. Homeroom data sheets that are shared with the CATS coordinator will be organized according to ELT classes. The ELT teachers will then use the homeroom data sheets to track student growth based on the CFAs throughout the school year.</p> <p>The CATS facilitator will meet weekly with NPMA administration. During this meeting, the facilitator will inform administration about any issues during ELT times (i.e. teachers, students, attendance numbers, academics, behavior, etc...), upcoming events or field trips, enrollment numbers by grade level, and the enrichment programs being offered. The meeting will be a standing day and time every week.</p> <p>The CATS facilitator will create a goal in the beginning of the year for how many events and field trips they will schedule. Also, the facilitator will be knowledgeable about NPMA’s targets through SIG and the school’s ‘Big Rocks’. This goal will be monitored throughout</p>
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		<p>meetings. This allowed the facilitator to be involved and knowledgeable about what is going on during the school day with the students as well.</p>	<p>the year through the Progress Monitoring Report.</p> <p>The CATS coordinator will work with the Title 1 team and administrators to plan 6 of the parent events during the 2015-2016 school year. All of these will include time for parents to come in to speak with the teachers. Each night will focus on academics and student achievement. One of the nights will be a BINGO night. This will be when parents come in to play BINGO with their children and the questions asked will be aligned to the CCLS for that child's grade level.</p>
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.</p>		<p>NPMA has shown growth in the area of curriculum. This is evidence when comparing the 2014 DTSDE review to the 2015 DTSDE review results. In Tenet 3, NPMA received an overall score of an “Ineffective” during the 2014 DTSDE review. This grew to a “Developing” overall score during the 2015 DTSDE review. The growth supports the work that the NPMA staff have implemented during the 2014-2015 school year.</p> <p>The teachers have implemented the curriculum map provided by the State in Math and ELA</p>	<p>North Park will continue to use the district and State curriculum. The math team will continue to use the Modules provided on EnagageNY, along with the Released NYS Questions. The ELA team will continue to use Journeys and the Modules provided by the District that NYS created.</p> <p>Teachers will update their vertical curriculum maps quarterly (2015 DTSDE recommendation Tenet 3) and submit them to instructional coaches and administration. The team leaders will take the updated maps from each grade</p>

	<p>and the District in order to develop and adjust their classroom curriculum map.</p> <p>The math team uses the pacing guide from EngageNY along with the modules. The math team meets weekly for one hour to complete a DDI cycle and participate in professional development surrounding the area of math. Teachers are expected to update their curriculum maps weekly. This updating occurred during weekly content meetings. The updates were sent after the first semester to the Building Math Teacher. The professional development is created based on the needs shown in walkthroughs and classroom observations. One of the topics of the professional development was mirroring NYS Assessment questions. The benefit of this PD was proven on the Math CFA 2 in sixth grade. NPMA's students outperformed the district on all four standards that were assessed.</p> <p>The ELA team uses the district pacing guide. The curriculum resources used in grades five and six is Journeys. The instructional coaches and ELA teachers in grades 5 and 6 attended a Journeys training provided by the district. This program is aligned to the CCLS. Journeys states that its remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. In grades seven and eight, the classes use Houghton Mifflin. The team has created a vertical curriculum map that shows the progression of the implementation of the CCLS throughout the school year in each grade level. Teachers are expected to update their curriculum maps weekly. The seventh and</p>	<p>level and create a vertical map to show the pacing and instruction in each grade.</p> <p>The first content meetings of the 2015-2016 school year will include professional development on how to monitor and adjust the curriculum maps. The teachers in attendance of the content meetings will be the staff who are teaching that content, instructional coaches, administrator, the Special Area teacher assigned to that content, and any other staff members who would like to be a part of it. The expectation for the monitoring and adjusting of the curriculum map is for teachers to have a full understanding of what material they teach to mastery and adjust based on CFA data prior to the NYS Assessment. The teachers will also have knowledge of what standards were taught the year before and time spent on those standards by using the vertical curriculum map. Conversation will be invited during content meetings so teachers can discuss difficulties they are having with current students surrounding specific standards due to a lack of understanding from the prior year. (DTSDE Recommendation Tenet 3)</p> <p>Teachers will incorporate all the parts that are agreed on in their lesson plans. Each content will have a lesson plan checklist that has all the common elements teachers will need to include on their plans. The more concentrated planning a teacher does, the better lesson they will be able to deliver. (DTSDE Recommendation Tenet 3) The lesson plan template for each content area will be in alignment with the Tri-State Rubric and NYSUT rubric. It will be the expectation that each</p>
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	<p>eighth grade teachers participated in the ELA module training provided by the district. The sixth grade ELA and ICT teachers, along with the two instructional coaches, participated in the module training provided by the district. 7th grade ELA teachers used 2 NYS Modules, 8th grade ELA teachers used 1 NYS Module, and 6th grade ELA teachers implemented 1 NYS Module. ELA also participated in a professional development that taught teachers how to create questions that mirror NYS Assessment questions. The benefit of this training was shown on the District CFA 2 in grade 5. NPMA's students outperformed the district on all four of the standards assessed.</p> <p>The Science and Social Studies team utilized the State Standards and the District Pacing Guide. This team meets biweekly to discuss upcoming topics and teaching strategies for the topics. The team also discusses experiences about how they incorporate the Math and ELA standards and shifts in their lessons. During biweekly lesson checks, the administrators check that ELA and/or Math CCLS are included in the lesson plans. Also, during observations in Science and SS classes, ELA and Math standards are checked for.</p> <p>The implementation of the curriculum is monitored by administration through the checking of lesson plans, curriculum maps and classroom observations. Teachers receive feedback on their lesson plans biweekly based on the NPMA rubric that was created based on the NYSUT Rubric and Tri-State Rubric.</p> <p>According to the 2015 DTSDE review, there are</p>	<p>teacher uses the lesson plan template their content area creates.</p> <p>Each Special Area teacher will partner with a different content team each quarter. The Special Area teacher will plan with the teachers on that content team to create cross-curricular units to implement in the Special Area class. These units will tie the core class standards in to the Special Area unit. (DTSDE Recommendation Tenet 3)</p> <p>After each DDI portion of the content meetings, the teacher will leave with a suggestion of how to give feedback and what feedback to give to students based on the data. After the school CFA is given, the content meeting will consist of the teachers completing the student feedback form that will provide information to students that will need so they are knowledgeable about their progress. The teachers will prepare actionable feedback for these students. This will be monitored by the administrators during classroom observations and through student conversations. (DTSDE Recommendation Tenet 3)</p> <p>It will be the expectation during the 2015-2016 school year that teachers are constantly making adjustments to their lesson plans. Administration will continue to check the lesson plans for indicators aligned to the NYSUT and Tri-State Rubrics prior to them being implemented. The administration will check lesson plans to ensure that modifications to instruction based on data is included. (2015 DTSDE recommendation Tenet 3.2)</p>
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		<p>varying levels of the implementation of aligning the curricula to the CCLS. The piece that is missing is monitoring or adapting the lessons to meet the needs of students. Teachers were given the expectation that adjustments and modifications to their lesson plans should be evident. This means that their lesson plans have obvious changes made to them based on student assessment data. For example, groups of students written for a re-teach on upcoming days, standards that will be extended to more days than previously planned for, and higher-order thinking questions that will be used to re-assess the student's proficiency.</p>	
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>		<p>NPMA has shown growth in the area of instructional strategies. This is evidence when comparing the 2014 DTSDE review to the 2015 DTSDE review results. In Tenet 4, NPMA received an overall score of an "Ineffective" during the 2014 DTSDE review. This grew to a "Developing" overall score during the 2015 DTSDE review. During the review it was noted that the environment is conducive to learning. NPMA administration and coaching staff began to work on maintaining consistency with implementing the instructional practices throughout the building.</p> <p>Part of the professional development provided by the Efficacy Institute was Data/Feedback/Strategy. This training was implemented in all classrooms at NPMA. The students were taught to take the results of any task and to use this as feedback on their learning. After they analyze their feedback determine proficiencies and challenges, they create a strategy of how they would show</p>	<p>Administrators will visit each classroom daily for at least 5 minutes. This piece of feedback was given by the AIR coach during the 2014-2015 school year and will continue to be a non-negotiable in the 2015-2016 school year. The purpose of this is so the administrators become more accustomed to the instructional strategies that the teachers are implementing in their daily lessons and how it is affecting student engagement. Administration will bring feedback and evidence to discuss during weekly administration meetings to study the consistency of instructional strategies being implemented across grade levels and subject areas. (2015 DTSDE recommendation Tenet 4) Besides tracking feedback, the type of feedback will be tracked. In the SAMS calendar, the feedback categories will be celebratory, directive, and non-directive. The data from walkthroughs will also be tracked to show the implementation of the strategies that the teachers are expected to incorporate in their lessons that are rigorous enough for the CCLS.</p>

	<p>improvement. For example, in sixth grade ELA students had small group discussions surrounding their scores on short response questions. They took their feedback and wrote a reflection on how they did on these questions and what they need to do next time to show improvement.</p> <p>Students in grades 5 and 6 attended one field trip per quarter that was aligned to their current curriculum. The students were not only taught the standards, but they were also taught the connection between their real-world experience on their field trip and the CCLS.</p> <p>Professional Development</p> <p>All staff members received professional development on instructional strategies that increased student engagement. (NPMA Big Rock) NPMA’s instructional coaches met and planned with District instructional coaches to create these strategies. NPMA’s coaches provided training on the strategies during grade level meetings to all staff members. The implementation of these strategies were monitored through walkthroughs and classroom observations.</p> <p>There were four staff members who attended the NSTA conference in Chicago, IL for four days during the month of March. The NSTA conference offered the latest in science content, teaching strategies, and research to enhance and expand your professional growth. Each staff member participated in various trainings throughout the four days there. The</p>	<p>One of the three ‘Big Rocks’ at NPMA during the 2015-2016 school year is increasing student engagement. One way to increase student engagement is to provide training to the staff on instructional strategies. The majority of the staff have received training in the previous two school years on The Skillful Teacher. During the 2015-2016 school year, the administration will re-train the staff on the instructional strategies that were taught during this course. One of the instructional strategies that will be a focus in the upcoming 2015-2016 school year is increasing student talk. On the walkthrough form, there will be a section to track time the teacher talks compared to time the students talk. The percentage will allow staff to create goals for student talk in their classroom.</p> <p>The instructional coaches and administration will create a list of instructional strategies that teachers will be expected to implement throughout the year in their classrooms. The teachers will create a “toolbox” using the strategies provided to them. In this toolbox, they will include how they plan to implement each strategy in their classroom and what to modifications they will need to make them. The walkthrough monitoring tool will be adjusted to examine the use of these strategies by grade level and content area. Staff will be provided with feedback in the format of data to show the percentage of implementation and success. (DTSDE Recommendation Tenet 4) Individual coaching sessions will be set up with the instructional coaches and individual teachers who show a need for improvement in this area.</p>
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	<p>trainings were turn-keyed in the SS and Science content meetings and the May 13th professional development day.</p> <p>Two staff members attended the Middle Level Liaison Conference that was presented by the New York State Middle School Association in Albany during the month of March. The purpose of this conference is to advocate for middle level needs, inform SED about ML issues, and collaborate with SED on matters that impact Middle Level Education. They turn-keyed this information to the staff during the May 13th professional development day. The impact on teacher practice is for teachers to have a better understanding of how to meet the unique needs of our Middle School population. These strategies will assist in academics and behavior. Ultimately, improved behavior results in improved academic achievement.</p>	<p>One on one meetings During the 2015-2016 school year, the teachers will have a scheduled day and time that they will meet with their assigned administrator to receive feedback and receive one on one professional development. The SIG substitutes will provide time for the teacher and administrator to meet. Part of the feedback and PD topics will be based on instructional strategies. One of NPMA’s ‘Big Rocks’ for the 2015-2016 school year is increasing student engagement. The administrator will provide resources to the teacher regarding instructional practices that would align to their instruction, feedback based on teacher to student talk, what the student talk entailed, and many more pieces of information concerning instruction.</p> <p>Administration The administrators will use designated time during the 2015-2016 school year to provide feedback for formal observations aligned to the NYSUT rubric. This time will allow administrators to provide feedback that will be beneficial to the staff growing professionally. Monies in the budget will provide an administrator substitute on the designated days for the administrators to provide feedback to teachers aligned to NPMA’s three ‘Big Rocks’ and the NYSUT rubric. Timely feedback is imperative for the teacher’s reflection and improvement in practice. Also, these days will be used for the administrators to monitor the implementation of the professional development that will be provided throughout the year.</p>
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			<p>Book Club The staff will participate in a book club that will provide professional development to teachers based on the text <u>Teach Like a Champion</u>. This training will be during content meetings that will happen biweekly. The teachers will be given expectations of strategies to implement based on this text. There will be a list of strategies that administration will look for during observations and walkthroughs. The staff members will get checked for each strategy they are observed implementing. The staff will receive feedback about these strategies during their one on one weekly meetings.</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>Extended Learning Time The ELT program at NPMA had two programs that ran simultaneously. One of the programs was run by a partner organization, CATS, and the other program was run by NPMA. By the Fourth Quarter, there were 165 students enrolled in the ELT programs. This makes up 60.5% of our student population. The program ran for two hours each day, Monday through Thursday.</p> <p>The students received enrichment that was provided by CATS and academic support that was provided by NPMA staff and faculty.</p> <p>The NPMA program assessed the students in the beginning of the program in both Math and ELA and used this pre-assessment as a benchmark. They used the CFA data to monitor student growth throughout the school year. The ELT teachers are all certified teachers. 9 out of the 10 teachers who teach the ELT</p>	<p>Extended Learning Time An anticipated start date of the ELT program for the 2015-2016 school year is October 5, 2015. A posting for teaching positions will first be advertised to the NPMA staff through email, posted on the bulletin, and in their mailboxes. After the deadline is up, then district Human Resources will receive a notification with how many teachers are still needed, if any for NPMA’s ELT program.</p> <p>The program will run for two hours a day, Monday through Thursday. NPMA administration and faculty will begin to recruit students and promote the program starting on the first day of school. As soon as applications return then transportation will be notified in order for bussing to begin on the projected start date of October 5, 2015.</p> <p>During the first week of school all students at NPMA will take a pre-summative assessment.</p>

	<p>academic portion are NPMA teachers. The student's core teachers from during the school day communicate individual student needs and standards that should be re-taught or addressed during ELT. This open line of communication has given more support to students who need extra assistance in both their academics and social-emotional needs. The core teachers and administrators encouraged parents to sign their children up for afterschool in order to receive extra assistance on their academics. This encouragement was given during meetings, by letter, parent-teacher conferences, or phone calls.</p> <p>In the beginning of the year the number and types of questions given on the 2014 NYS Math and ELA assessments were studied. A map and graphs were created to show the difference in the amount of times a certain standard was assessed. Teachers during ELT and during the school day showed a strong focus and reteach on these standards.</p> <p>During the enrichment portion CATS ran a variety of enrichment activities for students that tied in academics with hands-on learning. A few of the programs were Karate, cooking, intramurals, arts and crafts, and field trips.</p> <p>The CATS Social Emotion Coordinator and one of NPMA's Teacher Assistants ran Youth Court during the afterschool program. During this time, students were given consequences by a jury of their peers based on their offenses. This helped to reduce our suspension rate by 10% because it gave an alternate consequence,</p>	<p>The assessment will be created by NPMA teachers during the August 2015 professional development dates. The assessment will be based on the CCLS the students will be expected to learn during the 2015-2016 school year. The CATS Coordinator will create a document prior to the first week of October to show a comparison of the pre-assessment results between the ELT versus non ELT students. The CFA results throughout the school year will also be recorded on this sheet. At week 30, the students will take a post-summative assessment that assesses the same questions. The student results and rate of growth in ELT versus non ELT will be compared. This will promote responsibility among the afterschool teachers for students that may not be tied to them via their APPR.</p> <p>Another location of the assessment data will be kept on the Homeroom Data Sheets. The student's date of enrollment in the ELT program will be recorded on this document. Students who are enrolled in ELT and not enrolled in ELT will have their pre-assessment and post-assessment results on this document. The ELT coordinator will utilize this document as a resource to track growth and proficiency. The data will then be tracked in data sheets for strictly ELT students for the ELT teachers to have as a resource.</p> <p>The afterschool teachers will be given time prior to the start date with students to use the NPMA curriculum maps to create unit and lesson plans. Teachers will be expected to provide the standards they are working on weekly with the students. The plans will be</p>
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	<p>besides suspension.</p> <p>During ELT, there were extra-curricular activities such as sports and chorus offered for students to participate in. During the Fall, the 7/8 boys played for the NPMA Basketball Team. Beginning in November, students began to stay afterschool for Chorus. Grades 5/6 students would participate on Mondays and Wednesdays and grades 7/8 would participate on Tuesdays and Thursdays. During the Spring, students had the opportunity to participate on the NPMA Track and Field Team.</p> <p>School Hours During the school day the 7th and 8th grade students received 40 minute, structured Math and ELA AIS periods daily. This extended time allowed for differentiation and grouping among standards based on DDI, assessment performance and action plans. The Building Math Teacher was in the math classes and the AIS Reading Teacher was in the ELA classes. Both of these teachers assisted in providing small group instruction so students could receive assistance on specific standards. The structured AIS time began during the beginning of the Third Quarter so as to address deficiencies that were noticed on CFA 2 in Math and ELA.</p> <p>In grades five and six, all students receive a 90-minute math block and a 90-minute ELA block. There is also a set DI time that is 30 minutes long. The sixth grade team broke students into four levels and during DI time, the students receive instruction based on their individual level of readiness.</p>	<p>based on the quarterly priority standards. Common Core Ready Toolbox will be a resource available for the afterschool teachers to use.</p> <p>School Hours During the summer, while creating student schedules in grades 7 and 8, all students will receive one ELA and one Math AIS period each day that is structured. Grades 5 and 6 will have DI time in their schedules at the same time in order to group students by the data and provide them with instruction based on their readiness levels. The math blocks will remain at 90 minutes to provide differentiation within the math time.</p>
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<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>	<p>The DDI cycle occurs during every content meeting. Content meetings for Math and ELA take place once per week and SS/Science content meetings take place once biweekly. The DDI cycle is based on the NPMA action plan. This action plan was created by blending components of Bambrick-Santoyo and Nancy Love’s action plans. During the content meetings the teachers who teach that content, an administrator, and an instructional coach participate.</p> <p>The NPMA calendar had planned for a School CFA to be given every six weeks. The CFA’s are created by the teachers based on the standards they have taught in that six weeks. There was an Illuminate training about how to create the CFAs during content meetings in November and December. On March 7th there was an Illuminate training provided to staff (22 attended) that trained the teachers how to scan their data in the Illuminate website then how to compile that data so it gives meaningful insight to student learning. The two instructional coaches attended a training on Illuminate provided by the district in January. The focus of this training was on common formative assessments. This entailed creating them, sharing, the pieces that all should be included in an effective CFA, and aligning to standards.</p> <p>During the DDI cycle, there is one teacher that volunteers to share student artifacts during the DDI process. The teacher that volunteers to share, brings their student artifacts and data to present to the team. The team assists in the DDI process using that data presented. The</p>	<p>During the 2015-2016 school year, the DDI cycle will continue to occur during content meetings.</p> <p>The NPMA Assessment calendar will provide information on when NPMA CFAs will be administered along with the dates that both the action plans will be due to the administrators and the data meetings will occur. Teachers will adjust their curriculum maps to show what standards were assessed on each School CFA.</p> <p>Data meetings with the teacher, instructional coach, and administrator will continue to occur to go over the teacher’s action plan based on the CFA results. During this meeting small groupings will be discussed with data to support the groups, re-teaching plans, and what feedback was provided to the students based on their results. The SIG substitutes will provide coverage to the classroom teachers so they can meet with the administration for these data meetings.</p> <p>The NPMA Leadership Team will create a student feedback form that all teachers will use after the School CFAs to provide actionable feedback to their students and allow for student reflection on their progress. Efficacy’s Data/Feedback/Strategy will be embedded within this document. Prior to taking the next CFA, students will be aware of their goals for this assessment and what they earned on the previous assessment. As part of this process, it will be imperative that students understand the rubrics and Criteria for Success on these assessments so there can be communication</p>
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	<p>teacher that shared leaves with a plan for reteach, groups, and common misconceptions typed into the NPMA action plan. Follow-up meetings are held both in content areas and with individual teachers and coaches as needed.</p> <p>One of the school's 'Big Rocks' is DDI. The teachers used their data from all the School CFAs to create an action plan. On this plan, teachers organized what standards to reteach, created groups based on proficiency level, and their next steps to measure proficiency after the reteach. The teachers scheduled meetings with instructional coaches to discuss their classroom and CFA data. Data meetings were then held with teachers, administrators, and instructional coaches. The purpose of these meetings was to discuss School CFA data. Also, the instructional coaches built capacity in feedback and coaching as well. Specific standards were studied based on low or high student achievement. Test questions that had low and high student achievement were recorded and any trends or patterns were identified. Student levels were studied and plans were created to best meet individual needs. ('Big Rock' DDI) These were "action plan" and "test in hand" meetings to refine practice to increase student engagement.</p> <p>Teachers were trained by district personnel in Illuminate to create their own CFAs. The teachers use the NWEA question bank for questions that align to the CCLS that they taught during the previous six weeks. The "best practices" they were trained in, such as giving five questions per standard to best assess</p>	<p>surrounding the data between the teacher and student. Teachers will set up meetings with the students to discuss the contents of the documents. These student-teacher data meetings will be monitored by administration through observation and meeting with the teachers. (DTSDE Recommendation Tenet 4)</p> <p>The data received from the assessments will give more information if the formative assessments are varied. Teachers will be provided with continual professional development regarding the effective types of formative assessments. Secondly, we will provide continual professional development regarding how to use the formative assessment data to create small groups and re-teach. (DTSDE Recommendation Tenet 4)</p> <p>Document cameras will be used on a daily basis so teachers and students receive immediate feedback for their daily formative assessments. The graphs and charts provided through Illuminate will be utilized to help teachers and students with immediate data and feedback.</p> <p>Administration will add a "type of formative assessment" section to the unannounced observation form. Each administrator will record the evidence found during unannounced observations in an observation tracker. This data will be discussed during the one on one meetings with teachers and during administrative meetings to assess the consistency of the implementation of various formative assessments throughout the building. (2015 DTSDE recommendation Tenet 4)</p>
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	<p>student proficiency are practiced when teachers create the CFAs.</p> <p>If it is determined that if 80% or more of the student population is proficient on a standard then the reteach should occur in small group only for those students who showed a lack of understanding. Any standard that shows an understanding of between 50%-80% should be revisited in a small portion, such as a Do Now or mini lesson. When less than 50% of the students are showing proficiency on a standard then that standard needs a thorough reteach to gain student proficiency or mastery.</p> <p>Document cameras arrived in the end of April and a training for how to use them took place on May 13th. The teachers began using the document cameras to receive immediate feedback for their daily formative assessments. The data is inputted in Illuminate and then the teachers are able to see that data in charts and other graphs to measure student understanding.</p> <p>Following the 2015 DTSDE review, the instructional coaches and administrators planned professional development for the teachers on the topic of formative assessments. It was founded that there needs to be multiple types of daily formative assessments used in the classroom to determine what the students know and need to know. The first part of the training included giving concrete examples of various types of formative assessments. The second part of the training included how to use the results of the assessments to plan the teacher's next steps</p>	
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		for re-teaching or small groups.	
<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>NPMA has shown growth in the area of student support. This is evidence when comparing the 2014 DTSDE review to the 2015 DTSDE review results. In Tenet 5, NPMA received an overall score of an "Ineffective" during the 2014 DTSDE review. This grew to a "Developing" overall score during the 2015 DTSDE review.</p> <p>SST (Student Support Team) The SST team meets once per cycle. During the meetings, student progress is monitored and the Tier 2 and 3 intervention log is updated. The attendees of these meetings are the SST Team, the PBIS coach, administrators, and the outside partners. (CATS and Say Yes)</p> <p>The CSE chair, who is paid .5 FTE out of SIG monies, tracks the data for all service providers for the NPMA student population. The CSE chair ensures all students with disabilities have the up-to-date programming and we are in compliance. He also is a resource for the Special Education teachers and service providers.</p> <p>When a student continues to not show success with the clipboard system, then the teacher fills out an SST referral form and submits it to the SST team regarding any student they feel may benefit from any supports the team is able to provide. The student is discussed among the entire team of teachers who have contact with the student. Some students are identified for interventions or "problem solving" at the grade level; other students are assigned Tier 2 and 3 interventions. These more intense</p>	<p>SST (Student Support Team) During the first day of school teachers, and staff will be provided with a list of targeted students who received Tier 2 and 3 interventions during the 2014-2015 school year. Also, the SST team will prepare a training for teachers to help them better understand the purpose for CICO and how it works. Another part of this training will include types of Tier 1, 2, and 3 interventions, how to refer a student to SST for extra school supports, and how to complete a CSE referral while accurately tracking the data.</p> <p>The CSE chair, will continue to be paid .5 FTE out of SIG monies. He will track the student data for all service providers for the NPMA student population. This data will be shared biweekly through email with the NPMA staff and posted in the NPMA meeting room. The CSE chair ensures all students with disabilities have the up-to-date programming and we are in compliance. He also is a resource for the Special Education and General Education teachers and service providers.</p> <p>Students who are referred to SST will get interventions within one week of the completed referral. Interventions will be assigned based on teacher feedback, student data, and SST observations of the student. The student's success will be tracked on the SST tracking sheet. This tracker will be shared with the staff biweekly and posted in the meeting room for all staff. Students who show over 80% proficiency for 6 weeks will officially</p>

	<p>interventions are put in place for that student depending on the student's need.</p> <p>The interventions that were implemented for the Tier 2 and 3 students were CICO (check in check out), SAIG groups, counseling individuals/groups, and mentoring individuals/groups. The data was tracked based on the targeted student behaviors weekly. This data was analyzed during SST meetings on the tracking sheet. The tracking sheet is updated weekly and posted in the NPMA meeting room so faculty have access to it. By Quarter 4, there were 59 students in SAIG groups. 20 students have "graduated" from CICO out of the total of 44 who have been enrolled in the intervention this school year.</p> <p>Say Yes to Education/Sight Coordinator The Say Yes Facilitator has been an asset to supporting student needs this school year. The facilitator is a member of the attendance team and SST team. Student behavioral supports that were implemented this year were CICO, peer mediation, family involvement, SAIG groups, mentoring, and providing incentives for students meeting their Tier 2 behavior goals. As a member of the attendance team, the facilitator organized a celebration during Quarter 2 for students with perfect attendance, made personal daily phone calls to absent student homes, provided incentives for perfect attendance each month, and promoted attendance awareness week.</p> <p>Efficacy Students were able to choose three adults in the building who they felt that they could go to</p>	<p>"graduate" but may "continue" with CICO. Any student who shows the ability to earn over 80% of their points for 6 weeks will be celebrated whether continuing or "graduating". Teachers will add any SST intervention assigned to the student and the person that is connected to the intervention on the Homeroom Data Sheets.</p> <p>Any students who return from short-suspension a second time will be put on a B-CAP (Behavior Corrective Action Plan). The B-CAP will have input from an SST representative, administrator, and teacher. The meeting will take place on the day of the return from suspension with the parent and student. This is a plan that has interventions all staff must adhere to in order to assist that student in being successful in the classroom.</p> <p>Say Yes to Education/Sight Coordinator Say Yes program will be implemented from the beginning of the school year for 2014-2016, providing the school and students with consistency. This coordinator will support students with conflict-resolution, uniform assistance, parent involvement, attendance, social-emotional needs, CICO, and many other factors that will result in the increase of student achievement. This person will also continue coordinating volunteers for during the school day. The facilitator will also continue the diligent work that proved effective with executing attendance interventions.</p> <p>Efficacy</p>
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	<p>if they needed support. The students were each assigned to one of the adults of their choice. This is the group that each teacher took for their Efficacy group on “E” days beginning in Quarter 4. (DTSDE Recommendation Tenet 5)</p> <p>Exploratory Students were surveyed about what activity they would like to participate in during Exploratory time. Students were able to choose three activities they would be interested in partaking in. The students then were put in to one of the groups. Exploratory began in the beginning of Quarter 4. Students are in small groups with a staff member while participating in a hands-on learning experience of their choice. The purpose of this time is for students to not only have a hands-on learning experience, but also to develop a relationship with another staff member. (2015 DTSDE recommendation tenet 5)</p> <p>Attendance Team The attendance team was made up of the School Counselor, CATS staff, and the Say Yes coordinator. The guidance counselor, who is paid .5 FTE out of SIG monies, facilitates the attendance team meetings. She also provides a data analysis that compares the attendance across all BPS schools for grades 5-8. This data is shared monthly with the staff. Each month, all the NPMA grade levels have been in the top 10 of highest student attendance. NPMA’s improvement in student attendance supports the effective work being done by this team. NPMA has exceeded its target for student attendance during the 2014-2015 school year.</p>	<p>In the beginning of September, students will choose three adults in the building who they feel that they can go to if they need support. The students will be assigned to one of the adults of their choice. This group will be their Efficacy group on “E” days. (DTSDE Recommendation Tenet 5) A continual review of Efficacy’s practices, for example FADAF (failure and difficulty are feedback), D/F/S (data/feedback/strategy), and strong side, will be embedded in the Efficacy lessons.</p> <p>Exploratory Exploratory will begin during October of the 2015-2016 school year. Students will be surveyed about the activities they want to participate in and then teachers will choose what activities they will lead. Students will be split in to small groups with an adult learning with hands-on lessons. The purpose of this is to build a strong, positive relationship between staff members and students. The Exploratory activity will switch each Quarter. (2015 DTSDE recommendation Tenet 5)</p> <p>Attendance Team The attendance team will continue to have the guidance counselor, Say Yes facilitator, and CATS Social Emotional Coordinator as its members. The guidance counselor will continue to be paid .5 FTE out of SIG monies in order to sustain our student attendance and continue to show growth in this targeted area. The guidance counselor will facilitate the attendance team meetings during the 2015-2016 school year. Also, this person will disaggregate the data to compare NPMA students to other students in BPS schools</p>
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	<p>(Target was 90.5% and the actual was 91.3%.)</p> <p>The attendance team met weekly to discuss attendance data, specific students who were missing a high percentage of school days, and attendance incentives that would increase our student attendance. The attendance members personally called the homes of students who were absent from school. Any student who had a chronic or severe attendance issue also had a home visit happen from the Say Yes Site Facilitator. The guidance counselor mails home letters regarding chronic and severe absences to schedule a conference time.</p> <p>Attendance was reported to teachers by week during grade level meetings and the weekly memo. Teachers reported this data to the students to encourage them to keep coming to school.</p> <p>Students who achieved perfect attendance for the month were recognized on the “Effort Creates Ability” bulletin board in each grade level. During the monthly Town Hall Meetings, the students were awarded with an Attendance Award and recognized for their perfect attendance.</p> <p>The guidance counselor was in charge of organizing and maintaining the “student of the month” club. Students were awarded each month with “student of the month” based on teacher recommendation. There was one student chosen each month from each grade. Each month the students awarded had their pictures displayed outside the main office. They also had a celebratory phone call home.</p>	<p>enrolled in the same grade levels.</p> <p>National Junior Honor Society The students who were members in the 2014-2015 school year will remain members during the 2015-2016 school year as long as their averages remain above an 89%. During the end of Quarter 2, new applications will be taken for all students interested in grades 6, 7, and 8. Their applications will be checked with the required criteria.</p> <p>Teacher Assistants There will be a teacher assistant assigned to each grade level and smaller Special Education classroom. Since the teacher assistants are responsible for one grade level, they have the opportunity to build relationships with the students. They will provide academic and social-emotional assistance to the students in a timely manner. The teacher assistants will be offered professional development throughout the 2015-2016 school year so they are trained on the school initiatives and have tools to use to better assist the student population.</p>
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	<p>To celebrate all the students there was a breakfast on May 27th for parents and students who received “student of month” during the 2014-2015 school year.</p> <p>National Junior Honor Society Students in grades 6, 7, and 8 applied to enroll in the NJHS at NPMA. The guidance counselor is the staff member in charge of meetings, applications, and the induction ceremony. Students who are members of NJHS began community in the beginning of May. The community service involved cleaning around the community, visit a day care, and a canned food drive to benefit the local food pantry.</p>	
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school’s approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>PBIS (Positive Behavioral Intervention System) PBIS has shown a tremendous improvement in the 2014-2015 school year.</p> <p>The PBIS committee chair also serves as the BMT (Building Math Teacher). She sends out weekly emails with updated data for all of the staff members. The data included in the emails are Panther Paw counts, Panther Dollars spent at the Panther Store, the percentage of students who are achieving their 80% of points tracked on the clipboards, and the number of students who are still in line to attend the quarterly PBIS field trip. This data is shared at the weekly grade level meetings with the staff members.</p> <p>Every student’s behavior is tracked on a clipboard tracker. Students earn points based on the targeted areas. For example, one area is</p>	<p>One of NPMA’s ‘Big Rocks’ for the 2015-2016 school year is to sustain a healthy social-emotional climate. This will occur through the various levers that are being implemented throughout the building.</p> <p>PBIS (Positive Behavioral Intervention System)</p> <p>On the second day back of staff attendance in September, the PBIS coach will train staff members on our incentives and how to use Class DOJO. Most staff members are unexperienced in this new tracking device, so she will prepare an extensive training on all of its uses. There will also be a review of CHAMPS, classroom management plans, transition schedules, behavior matrix, and the office managed vs. classroom managed flowchart. These pieces of PBIS will be available for staff in their handbooks as well. We will share data</p>

	<p>“language”, so if a student uses positive language throughout the whole class period then they would earn a point for this section. Any students who earn 80% of their points for 4 out of the 5 days a school week earn a point on the quarter tracker. Students who earn 8 out of 10 points for the quarter are invited to attend the PBIS Field Trip for that quarter. The field trips at NPMA this year were ice skating, bowling, a Bison’s game, and a trip to the North Park Theatre.</p> <p>Special Education classrooms that have smaller settings to accommodate student needs have made modifications to their point sheet to best meet the needs of their students. These points are converted to represent the same points as the Regular Education classrooms so they too may participate in the rewards when it is earned.</p> <p>A PBIS incentive for individual student behaviors are “Panther Dollars”. When a student follows the expectations exceptionally then they may be rewarded with a “Panther Dollar”. Students are allowed to spend their dollars at the Panther Store to purchase a variety of goods and special NPMA passes. As of April, there are 112,021 Panther Dollars spent at the Panther Store.</p> <p>Another PBIS incentive is “Panther Paws”. This incentive is given to a whole class when the entire class is adhering to the school-wide or classroom expectations. At the end of the month, the PBIS coach collects all of the paws. The homeroom with the highest number of paws is rewarded with a special incentive that</p>	<p>from 2014-2015 (points, paws, dollars, ODRs, short-term suspensions) and share the targets with all faculty. Targets for student attendance, teacher attendance, ODRs, and short-term suspensions will be posted on the “barameter” in the front hall near the main office.</p> <p>Students will continue to earn points for targeted behaviors. Rather than tracking these points on paper, the points will be tracked through class DOJO. The PBIS coach will be available to model how this will be used in the classroom in the beginning of the school year.</p> <p>The PBIS incentives of “Panther Dollars” and “Panther Paws” will continue to be part of rewards for student behavior. Staff members will have a goal to distribute a minimum of 5 Panther Paws per day and 20 Panther Dollars. This is meant to keep the positive momentum going with both students and faculty. The more positive feedback that is heard and given, the more success our students will have.</p> <p>Effort Creates Ability NPMA staff will continue to use the Effort Creates Ability Boards to celebrate student success in the areas of uniform, attendance, clipboard star (behavior), being prepared, NPMA excellence, Efficacy star, and the character trait of the month winner. Student names or pictures will be displayed on their grade level boards if they are “winners” in one of the categories listed. The students will receive certificates for these rewards at the monthly Town Hall meeting. The Assistant Principals will continue to ensure the Town Halls, awards, and bulletins are</p>
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	<p>the teacher, administrator, and students decide. As of April, there are 1,326 Panther Paws that have been earned. The AP SAM works with the winners of the Panther Paws to ensure students are able to voice their opinions about the incentive they will receive.</p> <p>Effort Creates Ability Every grade level has an “Effort Creates Ability Board” in their hallway. Each month different students are celebrated for their accomplishments in a variety of areas. The areas on the boards are uniform, attendance, clipboard star (behavior), being prepared, and NPMA excellence. Student names or pictures are displayed on their grade level boards if they are “winners” in a certain category. The students receive certificates for these rewards at the monthly Town Hall meeting.</p> <p>Town Hall Town Hall meetings are planned by each grade level team. The teams use this time to celebrate student successes in the area of Effort Creates Ability, share data surrounding attendance and behavior, receive feedback from the students through student survey questions, and give feedback to the students about their behavior or academics.</p> <p>Youth Court Students who have an ODR (Office Discipline Referral) may receive an invitation to Youth Court as an alternative to suspension. In the beginning of the year students who were interested in participating in Youth Court applied for a position. The two staff members than run NPMA’s Youth Court are a Teacher</p>	<p>completed on the scheduled dates.</p> <p>Town Hall Town Hall meetings will be scheduled on the NPMA calendar in the beginning of the school year. This calendar will be issued to all faculty and parents. Parents will receive an invitation via phone call and written to attend our monthly Town Hall meetings for the grade level of their child. This meeting will inform students about data surrounding their achievement and progress. The grade level team works with their assigned Assistant Principal to create the Town Hall and deliver the information during it. The three components of all Town Hall meetings are to share data, celebration, and feedback from students.</p> <p>Youth Court NPMA will continue Youth Court in the 2015-2016 school year. All students will be introduced to information about Youth Court in September Town Hall meetings. The job descriptions in Youth Court and applications will be available. This information will be presented to each grade level during Town Hall meetings in September. Student applications will be due two weeks after the Town Hall meeting to give the Youth Court faculty members time to choose, and train them so that Youth Court is expected start on October 5, 2015.</p> <p>The procedure for Youth Court will be that only administration can assign Youth Court to students based on ODRs. A copy of the ODR will be given to the Youth Court facilitator so they are aware of the reason why that student</p>
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	<p>Assistant and the CATS Social Emotional Coordinator who both work the after school program. After students were selected to be on Youth Court they were trained about how it operates and their job duties. The use of Youth Court has assisted in NPMA reducing suspensions by 88% this school year.</p> <p>Classroom Management All teachers were given a template for their classroom management plans on the first day back to school. This template was also emailed over the Summer so staff could begin working on their plans prior to the start of the school year. The teachers had a scheduled time to go over their management plans with administration. When teachers showed a trend of having a difficult time with student behavior in their classrooms, they would meet with the administrator to go over possible adjustments that could make to the plan to better meet the needs of the students and ensure a productive learning environment.</p> <p>Administration The two Assistant Principals are assigned to two grade levels each. This ensures that relationships with the teachers and students are strong. The strong relationships and active presence amongst the student body has assisted in reducing our ODRs by 88%. The suspension rate has also dropped by 10%. The Assistant Principals and Principal work together to ensure expectations among staff and students are being followed. Expectations for staff members include reviewing classroom management plans and transition plans, making sure staff is adhering to the behavior</p>	<p>has Youth Court. The administrator will call the student's home to notify the parent that they will be serving Youth Court and give them the day of their trial. The Youth Court facilitator will communicate the student consequence with the teacher who gave the ODR, the administrator who assigned Youth Court, and the student's parent.</p> <p>Classroom Management Teachers will be expected to have a classroom management plan completed by the first day back with students. Teachers will have the opportunity to review their plans with their grade level team leads, an instructional coach, and an administrator. The classroom management plan will be written in student-friendly terms and students will receive a copy of this plan on the first day of school. The plan will be taught and reviewed throughout the first two weeks of the school year to the students. This plan will be reviewed as needed and after returning from extended breaks.</p> <p>The parent and student handbook will be distributed on the first day of school with students. The committee of teachers, parents, and students will work to modify the student handbook for the 2015-2016 school year. The mission, vision, 'Big Rocks', and expectations of NPMA and the District will all be communicated clearly. Homeroom teachers will review the contents of the handbooks with their class during the first Town Hall. The school-wide expectations will be in the handbook, along with PBIS initiatives, parent involvement, and any other pertinent information parents will need. Their will be an</p>
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	<p>plan guidelines, and giving feedback to teachers regarding school climate.</p>	<p>agreement to adhere to the District Policies, Code of Conduct, and NPMA Student Handbooks. Both the parent and student will sign and return.</p> <p>Administration The administrators will continue to work closely with parents, teachers, and students to ensure NPMA expectations are being consistently followed. The administrators will utilize the District Code of Conduct as a reference when dealing with behaviors. Youth Court and PCLS (Parent Conference in Lieu of Suspension) will continue to be an alternative form of a consequence assigned to continue decreasing our suspension rate.</p> <p>One on one meetings The teachers will have a scheduled date and time to meet with their assigned administrator weekly. During these meetings the teacher will receive feedback based on walkthroughs and classroom observations. The teacher will have an opportunity to discuss any issues regarding students or classroom management. This is a time that the classroom management plan could be reviewed and the administrator can learn about teacher needs. The administrator will provide feedback, suggestions, and resources then follow up with observations to monitor the effectiveness of the suggestions.</p> <p>Book Study The teachers will participate in a book study to learn more classroom management strategies from the text, <u>CHAMPS</u>. The teachers will implement the strategies from the text in their classrooms to sustain a positive, learning-</p>
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			friendly environment. <u>CHAMPS</u> will provide the teachers with concrete tools that apply to middle school classrooms. Some of the strategies are already expectations from the 2014-2015 school year and will continue to be expectations in the 2015-2016 school year. The professional development surrounding this text and topics will be during weekly grade level meetings.
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>Parent Events</p> <p>The calendar of events are communicated and promoted to all the parents and the community. There are copies of the calendar sent out and a Connect Ed call and flyer goes out to the families prior to each event to give them a reminder.</p> <p>NPMA hosted many events during the 2014-2015 school year. Parents were invited to attend our Open House on October 22nd. The Open House provided a High School and College Fair, teacher conferences, PBIS basket raffle, Spaghetti Dinner, a Health Fair, and a parent survey.</p> <p>Parents were invited to attend our Chorus Concert and pizza dinner on December 10. There were 107 guests in attendance at this event.</p> <p>Parents were invited to attend our Title 1 ELA and Math “Make and Take” event on February 26th and a parent presentation on our Efficacy initiative. A multicultural performance was given by our school chorus and the afterschool drill team on this evening as well.</p> <p>Parents were invited to attend our NPMA Talent Show on March 26th. This same date</p>	<p>Parent Events</p> <p>The calendar for the 2015-2016 school year will be created during August by the administration with input from the Leadership Team. All staff members will be asked to email the administration about dates and events they are planning on having for their homeroom, grade level, or club. These events will also be added to the NPMA calendar so parents are knowledgeable of all events.</p> <p>In addition to the two scheduled parent-teacher conference nights, NPMA will also host a variety of events that parents will be invited to attend. The events will showcase and celebrate student achievement. Some of the events already planned is a culture night, college night, career fair, Chorus events, Talent Show, and Black History Month Celebration.</p> <p>Parents will continue to be invited to have coffee and conversations with the principal one Friday a month in the morning. This will be an open invitation to all families and community members. NPMA will advertise the affair through Connect Ed calls, personal calls made by administration, the parent facilitator, the</p>

	<p>was our Parent Teacher Conference night. Teachers made personal phone calls home to schedule conferences, sent emails, used School Connects for reminders, and mailed letters home. There were a total of 69 parents in attendance that night. The Title 1 team offered practice tests for the NYS CCSS Assessment to the parents to bring home to complete with their students over break. Parents were also provided with test-taking strategies to go over with children, information about the tests regarding the layout, time, and content, and a free chapter book. The free books came from the ELA team, who collected books during our book drive during the month of March.</p> <p>Every Friday morning, parents are invited to attend “Coffee and Refreshments with the Principal”. During this time, parents are able to have open conversations with the principal regarding NPMA and our school initiatives. The parent facilitator makes personal phone calls to parents to invite them to the Friday event throughout the week. There were approximately 2-5 parents who attended each of these meetings.</p> <p>On December 11, members of NPMA’s chorus had a walking field trip to a coffee shop in the community to perform for community members.</p> <p>Parents were invited to attend the monthly Town Hall meetings. They were notified by a phone call home, email, and a letter sent home with students of the times and details of the event. (DTSDE 6.5)</p>	<p>NPMA webpage, and emails. Administration will do a monthly newsletter.</p> <p>NPMA will also work on creating an event that celebrates the community. The NPMA staff will work with small business owners to host an event that encourages families to tour the NPMA community. This will give the North Buffalo community and the NPMA community to become acquainted with each other.</p> <p>Parents will continue to be invited to the monthly Town Hall meetings. The Town Hall meetings will share important NPMA data (i.e. attendance, ODRs, PBIS points, Panther Paws, Panther Dollars), provide information about upcoming events, review expectations, celebrate students from the Effort Creates Ability Boards and get student feedback through surveys.</p> <p>Communication</p> <p>Teachers will continue to use the call logs that were provided to them in the previous school year with updated sheets. When teachers create their SMART goals with their administrator in the beginning of the 2015-2016 school year all teachers will create one of their goals to be based on parent communication. The goal will have a number of calls they will strive for weekly along with a percentage of the calls being for positive reasons. There will also be a percentage goal of the total calls designated to academic reasons.</p> <p>Teachers will create and maintain their teacher webpages to keep families informed of the</p>
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	<p>Communication</p> <p>Teachers updated their websites with information regarding upcoming events, homework, educational websites, and current CCSS being taught.</p> <p>Each grade level team sent home a newsletter in the beginning of each quarter to give information to the parents regarding upcoming events, material that will be taught, resources they can use at home, and any other information regarding their child's education.</p> <p>Teachers maintain a parent communication log. This has the overview of communication between the teachers and parents. Phone calls are made based on academics, behavior, or social-emotional needs. In the beginning of the school year, teachers were given a binder with call log copies already made for them.</p> <p>Administration maintains a parent call log for outgoing and incoming phone calls regarding student behavior and academics. The administrative team works together to ensure parents are informed through various forms of communication regarding upcoming events or individual student need.</p> <p>SBMT</p> <p>The School Based Management Team meets once a month. Parents are invited via text, email, and the webpage to this meeting and encouraged to attend. Parents are informed about the meeting with a phone call home and</p>	<p>material being taught and the homework for the week.</p> <p>A teacher will be selected to operate the NPMA webpage. This teacher will post the NPMA calendar on the webpage, advertise upcoming parent events, and celebrate student achievement.</p> <p>Teachers must communicate with parents and guardians at every 5 week mark (progress reports). They must log every attempt to have the parents come in for a face to face conference, but must at very least do a phone conversation and document the details. The Teacher Assistants and SIG subs will provide coverage for this task.</p> <p>Administrators will continue to be a vehicle of communication regarding family involvement. The parents will be communicated with for reasons regarding academics or social-emotional needs. The lines of communication will remain open for both parties.</p> <p>SBMT</p> <p>The School Based Management Team will continue to meet once a month. Times of meetings will be rotated to accommodate schedules. The parent facilitator from the 2014-2015 school year is planning on continuing her position for the 2015-2016 school year. The Assistant Principal will continue to facilitate the SBMT meetings during the 2015-2016 school year.</p> <p>Book Club</p>
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	<p>it is put on our website. The parent facilitator is in attendance at all of the SBMT meetings. The facilitator was hired half way through the year, and since she was hired she has made many efforts to personally invite parents to attend NPMA events. The Assistant Principal has been assisting in facilitating all SBMT meetings for the 2014-2015 school year. He also arranged the parent facilitator to begin working at NPMA.</p>	<p>During the 2015-2016 school year there will be a strong focus on parent and community involvement. This is the only Tenet that NPMA did not show growth in on the 2015 DTSDE review. Once a month the staff will meet to focus the topic of parent and community engagement. The professional development that teachers will receive will be based on the text <u>The 21st Century Parent: Multicultural Parent Engagement Leadership Strategies Handbook</u>. The teachers will share the strategies they implemented during the previous month to increase their parent involvement and provide ideas they have for the upcoming months. The text provides teachers with concrete examples and tools they can use to increase parent and family involvement.</p>
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* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school’s original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible		<p>Content Teams A focus this year during content meetings was the use of the DDI cycle. One teacher volunteer each meeting brought student artifacts from a lesson that was just taught. The content team</p>	<p>Content Teams The content teams will continue to meet for one hour prior to the official start of the school day. The monies to pay the staff for these meetings will come from the “Curriculum</p>

<p>for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>	<p>helps the teacher to articulate what still may need to be retaught and strategies for the reteach. When the DDI cycle is complete, the NPMA action plan (mix of Bambrick-Santoyo and Nancy Love action plans) is filled in, in all sections the teacher will need for an effective lesson based directly on the data.</p> <p>Professional development topics that surround DTSDE Tenets 3 and 4 are embedded in these meetings. The meetings were planned for the year prior to the start of the school year. After the year began, adjustments were made to the plan based on need supported through collected data. The training given was focused on strategies and information specific for that content team of teachers. For example, the math teachers received professional development on how to create questions that align to each of the CCLS Math practice standards.</p> <p>Grade Level Meetings Grade level meetings were facilitated once per week for each grade level team. The professional development provided during this time was based on classroom management strategies. Since the ODRs from the 2013-2014 school year were significantly high, that showed a strong need to address the lack of management knowledge. (2014 DTSDE Tenet 5.4)The management professional development was based on the text <u>Getting Classroom Management Right Guided Discipline and Personalized Support in Secondary Schools</u> by: Carol Miller Lieber. The intentional work to develop teachers in their behavior strategies and how to create a climate of mutual respect in their classrooms</p>	<p>Mapping” fund line. The teachers will receive professional development from the instructional coaches, administrators, or district-level coaches. This professional development will be based on increasing student engagement and providing teachers with training on differentiating instruction and instructional strategies. The professional development will be planned based on student data and teacher data from walkthroughs and classroom observations.</p> <p>There will be an emphasis on cross-curricula units that are created quarterly. A Special Area teacher will be paired with a content area team each quarter. This schedule will be distributed on the first day of school. The Special Area teacher will be expected to attend the content team meeting they are assigned to. The reason for the Special Area teacher being in attendance at the content meeting is that teacher is aware of the standards, strategies, and data so they supporting the student’s knowledge in that subject area. (2015 DTSDE Tenet 3)</p> <p>Grade Level Meetings Grade level meetings will occur once a week for each grade level team. They will include the weekly review of data based on ODRs, PBIS, CICO, and attendance. The professional development embedded in the grade level meetings will be based on the need supported with data and teacher-survey results. A strong focus will be strategies for PBIS, classroom management, Efficacy, and parent involvement. (2015 DTSDE Tenet 5)</p> <p>Full Day Professional Development</p>
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	<p>has proven to be effective. The decrease in ODRs from the 2013-2014 school year to the 2014-2015 school year is 88%.</p> <p>Full Professional Development Days</p> <p><i>Skillful Teacher (Research for Better Teaching)</i> During the 2015-2016 school year, there were 5 cohorts of teachers who had the opportunity to be trained in the Skillful Teacher Course. The course was taught over a 6-day period that was broken up into sections. The instructor for this course was a trained professional who is certified to provide professional development on this topic. (2014 DTSDE Recommendation Tenet 4.3)</p> <p>The performance areas that were taught are the foundation of essential beliefs, clarity, expectations, assessment, planning, and objectives. This functions of clarity were highlighted over the six days. These functions consisted of framing the learning, presenting information, and getting inside students' heads.</p> <p>During the first three days of the course, teachers learned about writing objectives that are measureable and student-friendly. The expectation is for the objectives to be posted and visited throughout the lesson. Teachers also learned about how to teach their students to have a growth mindset and the history of intelligence. The common theme throughout this part is, "this is important, you can do it, I won't give up on you".</p> <p>The last three days consisted of instruction on</p>	<p>The staff will be provided with one full day training per month that are all aligned with the 2015 DTSDE recommendations. The planned full day training topics will include: <i>Multiple Types of Formative Assessments (2015 DTSDE Tenet 4), Planning for interdisciplinary cross-curricula units/STEM (2015 DTSDE Tenet 3), Creating plan for feedback to students (2015 DTSDE Tenet 3), Efficacy Curriculum, Engagement Strategies (2014 DTSDE Tenet 4), Student-Friendly Rubrics (2015 DTSDE Tenet 4), Parent Involvement Strategies (2015 DTSDE Tenet 6), Vertical Curriculum Maps and Cross-Curricula Maps (2015 DTSDE Tenet 3), Data Meetings and Action Planning (2015 DTSDE Tenet 4), Student-Friendly Curriculum Maps and CCLS (2015 DTSDE Tenet 4), and Tier 1, 2, and 3 interventions (2015 DTSDE Tenet 5).</i></p> <p>Efficacy The Efficacy Institute will provide student workbooks for all the grade 5 students and student journals for students in grade 5-8. The staff will use the journals on "E" days for teaching Efficacy. The 5th grade students will be new to NPMA, so they will need to be taught the entire Efficacy curriculum by their teachers. The workbooks will be a material used to assist in this task. The workbooks will be received in the beginning of the 2015-2016 school year.</p> <p>One on One meetings Teachers will have a standing day and time every week to receive celebratory and non-directive feedback by their assigned administrator. The feedback will be based on walkthroughs, classroom observations, parent contact, and any other issues that may have</p>
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	<p>the use of criteria for success, the use of feedback, children using the criteria for success to redo their work, children using feedback to redo their work, culturally relevant classrooms, the use of formative assessment to differentiate instruction, matching materials to student levels/needs, the use of multiple strategies from above, and the use of activators and summarizers.</p> <p>Since the majority of our staff had this training, there were common trends that were observed throughout the classrooms during walkthroughs and observations. One of the common trends was seeing objectives posted, and some classes had a criteria for success posted.</p> <p>Teachers were given an expectation to have their objective posted at all times in their classrooms and to revisit it throughout the lesson, besides just in the introduction. It was also the expectation that teachers provide students with a criteria for success when giving an assessment.</p> <p>A common lesson plan template was created by the content teams. (2015 DTSDE recommendation Tenet 3) The team agreed on what criteria would be in all of their lessons based on their content area.</p> <p><i>NYS Assessment Rubrics/Curriculum Mapping and DTSDE Action Plan</i></p> <p>This professional development 1/200th day provided a variety of trainings for the NPMA staff. Teachers examined the NYS Assessment rubrics to create student-friendly rubrics that</p>	<p>arose throughout the course of the week. The instructional coach working with that teacher will be invited to attend as well. This will not only give the teacher areas to grow and be celebrated professionally, but also develop a professional relationship between the administrator and teacher.</p> <p>Peer observations</p> <p>Teachers will submit answers to a survey in the beginning of the year regarding areas they would like to improve on and what they would like to see implemented in the classroom. For example, some teachers may desire to see examples of classroom management strategies, feedback strategies, or student engagement strategies. The administration will create a schedule that rotates when and where a teacher will be observing. Following the observation, teachers will meet to discuss and ask questions or anything they saw and would like more information on. The purpose of the peer to peer observations is for both parties to grow professionally and have the opportunity to be exposed to various teaching styles that they may be able to incorporate in to their classrooms.</p> <p>Book Club</p> <p><u><i>Leverage Leadership</i></u> By: Doug Lemov and Paul Bambrick-Santoyo</p> <p>NPMA is a school in transformation and this book aligns to transformational leadership. The leadership team will use this book as a book study to create a shared leadership and shared responsibility forum. There are documents that come with the text that will be useful tools for the DDI share, walkthroughs, and providing</p>
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	<p>could be used in all content areas. Teachers finalized their curriculum maps. Participants also reviewed recommendations from NPMA’s DTSDE and created an action plan to address the needs of NPMA.</p> <p>When the training was complete, the teachers had two rubrics in their content areas that they were able to implement in their classrooms immediately. The staff also had the opportunity to discuss discrepancies in scoring anchor papers and develop a consensus among content areas.</p> <p>Staff created a plan based on the 2015 DTSDE recommendations. NPMA’s tenet with the most amount of recommendations and the least amount of growth compared to the 2013-2014 school year DTSDE was tenet 6. The plan that the staff created was aligned to Parent and Community Involvement. An action plan was generated for building-wide and on a classroom basis as well.</p> <p><i>DTSDE Unpacking/Using Released NYS Annotated Test Questions to Build Teacher Questioning</i></p> <p>This professional development day was broken up into two sessions, which were each a half day in length. One of the sessions was about unpacking the DTSDE. The staff worked with leadership team members to look at the action plans that were created and determine the next steps for implementation. The other session during this professional development was based on creating NYS aligned questions. The teachers worked in</p>	<p>feedback to staff members. The book will also assist in ways for the leadership team to support triangulating our student data. (2015 DTSDE recommendation Tenet 2) NPMA has already used the Bamrick-Santoyo action plan to create our own action plan for our DDI cycle.</p> <p><u><i>CHAMPS: A Proactive and Positive Approach to Classroom Management</i> By: Paul Sprick</u> One of NPMA’s ‘Big Rocks’ for the 2015-2016 school year is to sustain a healthy social-emotional climate. The CHAMPS text provides teachers with positive and proactive strategies to implement in their classrooms. During the 2014-2015 school year, teachers already were expected to use some of the strategies that are included in CHAMPS. The CHAMPS text comes with a CD that has various resources that teachers can use in their classrooms that assist in cultivating a positive climate. The resource will assist in staff members continuing to implement tier 1 interventions for all students to enable their classrooms to be learning friendly. (2015 DTSDE recommendation Tenet 5) This book will be used to drive the professional development provided during weekly grade level meetings. Teachers will share strategies they have used that are showing success. Also, the instructional coaches and administration will create expectations aligned to this text that they will implement in their classrooms. Creating a consistency amongst classrooms assists in the students having a full understanding of the expectations and procedures.</p> <p><u><i>Teach Like a Champion</i> By: Doug Lemov</u> One of NPMA’s ‘Big Rocks’ for the 2015-2016</p>
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	<p>content groups led by administration and instructional coaches to learn how to use the NYS released questions to create their own content based higher-order, critical thinking questions. The goal was for teachers to produce questions that would be planned on lesson plans that are aligned to NYS released questions and the standard being taught.</p> <p><i>Illuminate Training/CFA Training (2014 DTSDE Tenet 3.5)</i> During this training, teachers received district support in creating tests in Illuminate and using the data provided by Illuminate reports to drive their instruction. They then created their CFAs for the remainder of the school year while collaborating with instructional coaches and administrators.</p> <p>Teachers used the training pieces taught about pulling data to assist in creating their action plans after the CFAs are over. This ensured that students received instruction and re-teaching based on standards they showed a lack of proficiency.</p> <p>Teachers now apply the “criteria for success” when creating their CFAs. This includes ensuring that there are at least 5 questions per standard so an accurate representation of data is available.</p> <p><i>Efficacy (2014 DTSDE Tenet 5.4)</i> Efficacy training was provided during the course of three full days. A trainer from the Efficacy Institute came to NPMA to train the staff in this course. The purpose for the training was to build a consensus around a mission of academic proficiency and strong character for all students and establish a</p>	<p>school year is to increase student engagement. The teachers will receive professional development on the strategies in this text during their biweekly content meetings. The teachers will have the opportunity to utilize the strategies embedded in this text to build student engagement in their classrooms. The techniques in the book are specific and concrete so the teachers can use them the following day in their classes. The strategies in the book will be monitored throughout the year during walkthroughs and classroom observations. Teachers will be expected to implement the strategies throughout the 2015-2016 school year. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice. (2015 DTSDE recommendation Tenet 4) The daily implementation of student engagement strategies will result in student academic growth.</p> <p><u><i>The 21st Century Parent Multicultural Parent Engagement Leadership Strategies Handbook</i></u> By: Mary Johnson</p> <p>One of NPMA’s ‘Big Rocks’ for the 2014-2015 school year is to build a culture of positive family engagement. The teachers will receive professional development on parent engagement with the resource <u>The 21st Century Parent</u> text. NPMA will host a workshop once a month for teachers to attend that is focused on parent engagement and how to build parent-teacher relationships. Teachers will share their strategies they are implementing to involve and communicate with parents during grade level meetings,</p>
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	<p>healthy mindset to support it. The other piece of this training consisted of supporting a belief in the capacity of students and their teachers to learn to achieve at high standards, when engaged by a data-driven method of self-directed improvement. The instruction learned throughout this course helped to develop teacher's belief system of "work hard, get smart". The lessons learned during this training were then applied when the staff taught Efficacy to the students and used the messages within their core daily lessons, such as "failure is feedback". Efficacy was taught daily during Quarter 3 and then every "E" day. Efficacy has given the staff and students a common language as a way to express how they are performing and feeling. The mindset of NPMA as a whole has positively developed. The proof of this is our 88% reduction in ODRs.</p> <p><i>NSTA and Middle Level Conference Training and Document Camera Training</i></p> <p>For the first hour of the training, the teachers will be trained on information from the Middle Level Conference that has the topic of increasing parent involvement in middle school aged students.</p> <p>For the remainder of the morning session, teachers will be split into three groups that rotate throughout the remainder of the morning. The sessions will consist of implementing flipped classroom, incorporating reading strategies into Science and SS, and next generation Science standards.</p>	<p>content meetings, and during the parent engagement meetings. <u>The 21st Century Parent</u> reveals how to build strong collaborative relationships and offers practical advice for improving interactions between parents and teachers, from insuring that parents are constructive and inclusive to navigating the complex issues surrounding diversity in the classroom and how parents can be transformative change agents for their children and their schools. (2015 DTSDE recommendation Tenet 5)</p>
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<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>Full Day Professional Development</p> <p><i>Skillful Teacher (RBT)</i> This training was offered in a variety of cohorts for the teachers. Each training was 6 days, spread out through the summer or school year. There were a total of 26 teachers who attended this training during the 2014-2015 school year. The training was offered to all the NPMA staff members. All staff members were also able to choose which cohort they wanted to attend. A common teacher practice taken from this training was how to write objectives and how to create a criteria for success. During walkthroughs and classroom observations these two practices were implemented most frequently.</p> <p><i>Illuminate Training/CFA Training (2014 DTSDE Tenet 3.5)</i> This training was offered to all NPMA staff members and it was on a Saturday. There were 21 staff members in attendance at this training. The impact on this training for the teachers was that they made CFAs that truly measured the student’s proficiency so the data that they received from the CFA was the most effective to use. It has become a common practice of developing School CFAs every six weeks based on the standards taught. The outline of the CFA is common throughout subject areas and grade levels. The full cycle that is practiced is to teach, assess, create an action plan, re-teach, and re-assess. According to the survey results 67% of staff found this training of high importance and 33% of staff found this training to be reasonable</p>	<p>Grade Level Meetings During the 2015-2016 school year, grade level meetings will occur weekly. The grade level meetings will continue to focus on sustaining a healthy social-emotional climate for our students. In order to carry this through, the teachers will need to continue to receive professional development on classroom management, Efficacy, Tier 1, 2, and 3 interventions, types of behaviors, BIPS, and other trainings that will provide staff with tools they will need to support the emotional well-being of their students.</p> <p>Content Team Meetings Content Meetings will be offered biweekly and open to any staff members to attend. It is expected that the teachers responsible for that content be in attendance, along with the Special Area teacher who is partnering with that content during the present quarter. The staff will participate in the DDI process during these meetings and the teacher sharing the student artifacts will leave the meeting with the NPMA action plan ready. Curriculum maps will be updated quarterly (2015 DTSDE Tenet 3) during this time. Also, the professional development material taught during the full days will be revisited during the content teams.</p> <p>Full Professional Development Days A plan for the professional development for NPMA staff has been designed to align with the 2015 DTSDE review recommendations. All the full day trainings will be offered to all NPMA staff members on one Saturday per month. The specific dates will be determined monthly based on teacher survey results. The</p>
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	<p>importance.</p> <p><i>Efficacy (2014 DTSDE Tenet 5.4)</i> This training was provided during the course of three full days. There were 35 staff members in attendance to participate in these trainings. The teachers were able to use the strategies taught to them during the trainings to apply to their daily Efficacy lessons during Quarter 3 then weekly during Quarter 4. Students and teachers began to use the common language from Efficacy. During observations teachers and students were both heard stating that “failure is feedback” and the NPMA motto and mission, “work hard, get smart”. Teachers who missed Day 1 or 2 from Efficacy training had the opportunity to attend a make-up session offered at School 17.</p> <p>According to the survey results 61% of staff found this training of high importance, 22% of staff found this training to be reasonable importance, 17% of staff found this training to be somewhat important, and 4% of staff found the training to not be meaningful.</p> <p><i>DTSDE Unpacking/Using Released NYS Annotated Test Questions to Build Teacher Questioning</i> This training was offered on a Saturday as a full day training. 26 staff members were in attendance for this training. Half of the day was for the DTSDE unpacking and the other half of the day was using released NYS annotated test questions. It became a common practice for some teachers to prepare one question on their lesson plans that was aligned to the NYS released questions. The core subject</p>	<p>administration and instructional coaches will facilitate and provide the trainings. The trainings should result in growing academic achievement, higher student and teacher attendance, and a reduction in ODRs. Besides the trainings being aligned to the DTSDE recommendations, they also align to NPMA’s 2015-2016 ‘Big Rocks’, which are increasing student engagement, sustain a healthy social-emotional climate, and build a culture of positive family engagement.</p> <p><i>Multiple Types of Formative Assessments (2015 DTSDE Tenet 4)</i> Teachers will learn about multiple types of formative assessments. It is imperative for teachers to understand the questions The other part of this training will include how to use the information from the formative assessments to make real time instructional decisions regarding student groupings and instructional strategies.</p> <p><i>Planning for interdisciplinary cross-curricula units/STEM (2015 DTSDE Tenet 3)</i> Teachers will have an overview of what is expected out of a cross-curricula unit and all the components of the lessons that will be included. Then the content team that each Special Area teacher is assigned to will meet to develop a plan for the Special Area teacher in each grade level in order to include the standards being covered that quarter by each content. The vertical curriculum maps and list of CCLS will be a common resource used throughout this training.</p> <p>STEM: STEM education is an approach to teaching and learning that integrates the</p>
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	<p>area teachers used the released questions or questions they created aligned to the released questions to use on their daily formative assessments.</p> <p>According to the survey results 33% of staff found this training of high importance, 44% of staff found this training to be reasonable importance, and 22% of staff found it to have slight importance.</p> <p><i>NYS Assessment Rubrics/Curriculum Mapping and DTSDE Action Plan</i></p> <p>There were 21 staff members in attendance for this training. Teachers began to implement the student-friendly assessment rubrics in their lessons and used as a form of the criteria for success. The teachers in grades 5 and 6 taped them to the corner of their student desks or gave a copy to their students so students could refer to them.</p> <p>The vertical curriculum maps were created by each content team that showed the 2014-2015 school year. The standards taught during eight week periods were tracked along with the dates for the CFA and what standards were assessed on those CFAs.</p> <p>According to the survey results 73% of staff found this training of high importance and 27% of staff sound this training to be reasonable importance.</p> <p>Content Meetings</p> <p><i>Math</i></p> <p>100% (average of all meetings) of staff who attended these meeting found important</p>	<p>content and skills of science, technology, engineering, and mathematics. The mission is to promote and improve STEM education in order to inspire and prepare NPMA’s students to be career and college ready and STEM proficient members of society.</p> <p><i>Creating plan for feedback to students (2015 DTSDE Tenet 3)</i></p> <p>The staff will practice the formation of providing actionable feedback based on data so that students can take ownership of learning. Teachers will develop a common form to provide feedback to students based on their CFA results. They will also use this time to create a common document that will be used for students to create goals for themselves. The staff will have the opportunity to learn about different types of feedback, share ideas about how to share that feedback, and have the opportunity to role-play with each other to practice sharing feedback.</p> <p><i>Efficacy Curriculum</i></p> <p>Teachers will need time to create their Efficacy lessons and materials to ensure the sustainability after the SIG funding is over. The workbooks and journals that were received through one of NPMA’s vendors will not be available during the 2016-2017 school year. This means teachers need the ability to continue the “work hard, get smart” motto and common language that Efficacy has enabled NPMA to do.</p> <p><i>Engagement Strategies (2014 DTSDE Tenet 4)</i></p> <p>There will be a list of 8 engagement strategies</p>
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	<p>influence in the improvement of their educational practice. 100% (average of all meetings) of staff who attended these meetings found that the training will influence their instruction.</p> <p><i>Science and SS</i> 100% (average of all meetings) of staff who attended these meeting found important influence in the improvement of their educational practice. 100% (average of all meetings) of staff who attended these meetings found that the training will influence their instruction.</p> <p><i>ELA</i> 100% (average of all meetings) of staff who attended these meeting found important influence in the improvement of their educational practice. 100% (average of all meetings) of staff who attended these meetings found that the training will influence their instruction.</p>	<p>that teachers will be able to choose from. The BMT, instructional coaches, and administrators will each be responsible for one to two engagement strategies. The training sessions will each be aligned to a different strategy. Staff will have the opportunity to choose what strategies they would like to learn more about.</p> <p><i>Student-Friendly Rubrics (2015 DTSDE Tenet 4)</i> Teachers will use their curriculum maps to know all the standards that are scheduled to be taught. The teachers will refer to the standards and the assessments they will use to measure a student’s readiness levels. Using these resources, they will then create student-friendly rubrics. The rubrics will be forms of “criteria for success” that teachers who attended the Skillful Teacher course have already learned about. This will be revisited prior to creating the rubrics as well.</p> <p><i>Parent Involvement Strategies (2015 DTSDE Tenet 6)</i> Teachers will receive training on how various forms of communication that are possible to contact parents and parent workshops that may be beneficial to the families. Teachers will have an option to plan a parent workshop based on their content team or grade level team. Administration will provide teachers with role-playing scenarios for teachers to practice communicating to parents on difficult topics. The goal is to keep “the customer is always right” policy, while maintaining in accordance with school expectations and the District Code of Conduct.</p>
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			<p><i>Tier 1, 2, and 3 interventions (2015 DTSDE Tenet 5)</i> The SST team will prepare a training for teachers on the types of interventions that can be used to address levels of behaviors. They will receive training on reading and following BIPS. It is important for the teachers to have a toolbox of resources that they can refer to when dealing with the different types of behavior issues they face in the classroom.</p> <p><i>Vertical Curriculum Maps and Cross-Curricula Maps (2015 DTSDE Tenet 3)</i> Teachers will work within content teams to modify their curriculum maps and include a vertical section that shows the standards taught or mastered in their partner Special Area subject. The teachers will also create homeroom data sheets that will have various sources of measuring student achievement. Data on this document will include CFA data, NYS assessments, and Quarterly grades. This will be snapshots to triangulate.</p> <p><i>Data Meetings and Action Planning (2015 DTSDE Tenet 4)</i> Teachers will be trained on the expectations and most effective way to fill out the NPMA action plan based on their CFA data. Teachers will have the opportunity to work with administrators and instructional coaches using their CFA data and prepare action plans for re-teaching small groups, and differentiating instruction.</p> <p><i>Student-Friendly Curriculum Maps and CCLS (2015 DTSDE Tenet 4).</i> It is imperative for students to understand</p>
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		<p>their standards and when they are expected to be taught. The teachers will create a document that is student-friendly showing the plan about when they are going to teach the standards, along with a list of what the standards are (similar to a checklist). Teachers will also modify the student-friendly NYS rubrics as necessary.</p>
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section of the original SIG application.</p>		<p>The implementation of the curriculum will be aligned to the Common Core State Standards. There will be a deeper understanding of the Common Core State Standards and the implementation process. The implementation process will be aligned to instructional strategies, shifts, and practices for Mathematics and ELA will be planned and implemented.</p> <p><i>ELA</i></p> <ul style="list-style-type: none"> • ELA Teachers met weekly to look at standards, assessments and vertically plan across grade levels. These protocols for weekly meetings are posted in the meeting room and on the agenda sent out prior to the meeting. (DTSDE 3.3) • The ELA lead teacher facilitated the vertical content meetings for the weekly ELA meetings. This teacher met with the Instructional Coaches and Administrator to create an 	<p>Educational Plan</p> <p>When developing the NPMA instructional calendar, there will be pre-determine dates for the School CFAs. These CFAs will be spaced 8 weeks apart with 1 week after of re-teach. Within 2 days after the CFA is completed, then the teachers will have a data meeting with their administrator and an instructional coach to review their action plan they created based on the CFA data. This will include their small groups, focus standards, and standards that will need to be reviewed.</p> <p>The vertical curriculum maps will be updated quarterly with modifications made based on CFA data. Curriculum maps will be vertical by content, and also have a view that is cross-curricular by grade level. (2015 DTSDE Tenet 3)</p> <p>The homeroom data sheets will be given to the next grade level of teachers. This data will be data that teachers can refer to in the beginning of the year and add to throughout the 2015-</p>

		<p>agenda and align the PD to NPMA's plan and according to the staff needs. The short DDI cycle is embedded into these weekly meetings. ('Big Rock' DDI)</p> <ul style="list-style-type: none"> • ELA teachers used NYS released questions to develop their own lessons and assessments. The academic vocabulary used in the questions were mirrored within lessons and teacher-created assessments. • Schedules changed to accommodate an ELA AIS daily period in grades 7 and 8 during Quarter 3. • Grade 6 leveled their DI classes based on ELA data and taught during the DI time based on the standard need and readiness level of the students. <p><i>Math</i></p> <ul style="list-style-type: none"> • Math teachers met weekly to look at standards, assessments, and to vertically plan across grade levels. During this time instructional methods are discussed so all math teachers are teaching certain standards and skills aligned with Math Modules. • The vertical math curriculum map was updated and modified quarterly. • Math teachers used NYS released questions to develop their lessons and assessments. The questions are analyzed to match the level of rigor that will be expected of our students on the NYS Assessment. • Schedules were changed to include a Math AIS period daily for 7th and 8th to 	<p>2016 school year. The data will be triangulated to better serve the needs of the students.</p> <p>One Special Area teacher will be given a core subject to be paired with for each Quarter. The Special Area teacher will attend all the weekly content meetings with that subject area. The team of teachers will plan a unit that will include the core subject topics and quarterly priority standards into the Special Area lessons.</p> <p>Grade level meetings will occur weekly. Within this meeting, Tier 2 and 3 students who receive interventions will be discussed, student data, and training based on PBIS and classroom management. We will continue to build a more positive climate with students who have healthy social emotional skills, NPMA will focus on monitoring and responding to the student social and developmental health needs. The SST chair or guidance counselor will be assigned to a grade level meeting and attend this meeting weekly. (2015 DTSDE Tenet 5)</p> <p>The content meetings will also occur weekly before school hours. The teachers will complete the DDI cycle during this time and the teacher presenting will have an action plan completed to implement following the meeting. There will also be training based on student engagement and other instructional strategies. (2015 DTSDE recommendation Tenet 4)</p> <p>Teachers will have the opportunity to attend one full day of professional development each month. The plan for the full day trainings is based on the 2015 DTSDE recommendations</p>
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	<p>master standards during Quarter 3.</p> <ul style="list-style-type: none"> • During a math content meeting the week of March 9th, the BMT (Building Math Teacher) gave professional development based on reading strategies to implement for word problems. This PD was turn-keyed from the district BMT meeting. • During the month of December, teachers were given professional development on strategies to increase engagement. These strategies became a focus for teachers to implement and administration to observe. <p><i>All subjects</i></p> <ul style="list-style-type: none"> • During the month of February, teachers were given professional development on how to create questions that mirror the NYS released questions. This strategy was a focus for teachers to implement and administration to observe. • After looking at the data from each CFA, the teachers chose what standards still need to be re-taught due to the limited student proficiency. The teachers chose strategies that would be most beneficial for increasing proficiency on those standards. ('Big Rock' increasing student engagement and DDI) • A strong focus of increasing student talk time was put in our action plan that was created at the AIR Reality Check. This is tracked and monitored during walkthroughs and observations. The teachers are given 	<p>and enabling the NPMA community to sustain success and build capacity. The planned full day training topics will include: <i>Multiple Types of Formative Assessments (2015 DTSDE Tenet 4), Planning for interdisciplinary cross-curricula units (2015 DTSDE Tenet 3), Creating plan for feedback to students (2015 DTSDE Tenet 3), Efficacy Curriculum, Engagement Strategies (2014 DTSDE Tenet 4), Student-Friendly Rubrics (2015 DTSDE Tenet 4), Parent Involvement Strategies (2015 DTSDE Tenet 6), Vertical Curriculum Maps and Cross-Curricula Maps (2015 DTSDE Tenet 3), Data Meetings and Action Planning (2015 DTSDE Tenet 4), Student-Friendly Curriculum Maps and CCLS (2015 DTSDE Tenet 4), and Tier 1, 2, and 3 interventions (2015 DTSDE Tenet 5).</i></p> <p>Students will receive extra instruction during and outside of the school day. During the school day, students in grades 7 and 8 will receive an AIS period in Math and ELA at least three times per cycle. During the extended school day, NPMA will continue to partner with CATS (Child and Adolescent Therapeutic Services) to deliver two programs that run simultaneously. The program facilitated by NPMA will serve the academics and the CATS program will deliver enrichment programs.</p> <p>Attachment B (Academic Achievement Data) Student proficiency on the NYS Assessments in ELA and Math will be studied and disaggregated. The teachers will receive copies of how each individual student performed on both assessments. The administrators and</p>
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	<p>data that shows the percentage of their time allowing students to talk compared to themselves talking. During feedback sessions, this topic is a part that is consistently discussed.</p> <ul style="list-style-type: none"> • A 2015 DTSDE recommendation stated that teachers should be using more “common elements” in their lesson planning. The content teams met and agreed on all the pieces of a lesson plan their content would include. (DTSDE Tenet 3 recommendation) • During grade level meetings the week of March 16th, teachers were given professional development on Higher Order Thinking Questions. This PD informed teachers of the Bloom’s levels and how to incorporate them in their lessons. Teachers will receive feedback on their questions that are in lesson plans and on the questions being asked during observations. <p>Ensure collaboration and team meetings are data driven. Use student performance data in collaborative groups to improve teaching and learning; and progress towards school improvement goals.</p> <ul style="list-style-type: none"> • One of NPMA’s ‘Big Rocks’ is DDI. The teachers used their data from each CFA to create an action plan. The action plan is the NPMA action plan that was created using both the Nancy Love and Bambrick-Santoyo action plans. On this plan, teachers organized 	<p>instructional coaches will prepare a display that shows how students did as a whole by question type, specific question, standard, and an item map. The Homeroom Data Sheets for 2015-2016 will be updated with the Attachment B Targets.</p> <p>Training Support and Professional Development</p> <p>Teachers will be surveyed at the end of the 2014-2015 school year about Professional Development. They will give input about what they feel they could lead for PD. The information will be compiled and used to create and modify the PD plan for the 2015-2016 school year. Throughout the 2015-2016 school year, adjustments will be made to the PD plan based on teacher need shown in observations, walkthroughs, and student data. Also, teachers will be given a survey after each professional development training to assess the effectiveness of the training and need for modifications.</p> <p>A large part of the professional development provided to the staff during the 2015-2016 school year will be based on parent involvement. During our 2015 DTSDE review, Tenet 6 (parent involvement) was “ineffective”. We will train teachers to positively communicate with parents and provide opportunities for the NPMA staff to have communication with the parents through School Events, Connect Ed calls, Social Media, and other vehicles of communication to increase parent involvement. The training will also include how to provide parents with important information regarding their child’s</p>
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		<p>what standards to reteach, created groups based on proficiency level, and their next steps to measure proficiency after the reteach. The teachers scheduled meetings with instructional coaches to discuss their classroom and CFA data. (DTSDE 3.5) In grades 7 and 8 AIS time was included in the Action Plans and in grades 5 and 6 DI time was included.</p> <ul style="list-style-type: none"> • The DDI share was scheduled for all content meetings. The teacher that shared, brought their student artifacts and data to present to the team. The team assisted in the DDI process using that data presented. The teacher that shared left with a plan for reteach, groups, and common misconceptions typed into the NPMA action plan. Follow-up meetings were held both in content areas and with individual teachers and coaches as needed. Specials teachers were encouraged to attend and be a part of this meaningful process. • Data meetings were held with teachers, administrators, and instructional coaches. During these meetings School CFA data was discussed. Specific standards were studied based on low or high student achievement. Test questions that had low and high student achievement were recorded and any trends or patterns were identified. Student levels were studied and plans were created to best meet individual needs. (DTSDE 3.5; 'Big Rock' DDI) These 	<p>academics.</p>
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were “action plan” and “test in hand” meetings to refine practice to increase student engagement.

A school-wide framework for providing academic, social-emotional, and student support to the whole school population will be implemented with fidelity.

-Develop and sustain a safe and orderly school climate.

SST (Student Support Team)

- The SST met cyclically. During the meetings, student progress was monitored and the Tier 2 and 3 intervention log was updated. The attendees of these meetings were the SST Team, the PBIS coach, administrators, and the outside partners. (CATS and Say Yes)
- Throughout the school year, it was a common practice for teachers to fill out an SST referral form and submit to the SST team regarding any student they feel may benefit from any supports the team is able to provide. The student was discussed among the entire team of teachers who have contact with the student.
- The interventions that were implemented throughout the year for the Tier 2 and 3 students are CICO (check in check out), SAIG groups, counseling individuals/groups, and mentoring individuals/groups. The data was tracked based on the targeted student behaviors weekly. This data was analyzed during SST meetings on the tracking sheet. The

		<p>tracking sheet was updated weekly and posted in the NPMA meeting room.</p> <ul style="list-style-type: none"> • Three students were enrolled in the SouthWest Keys mentoring program. All of the students were in need of Tier 2 or 3 interventions. <p><i>PBIS</i></p> <ul style="list-style-type: none"> • One of the school's 'Big Rocks' is PBIS. This 'rock' focuses on the implementation of PBIS. • Teachers were able to ask the school PBIS committee chair, instructional coaches, or administration to come to their classroom for assistance on implementing our PBIS initiatives throughout the entire school year. • During school walkthroughs, a checklist was used to give the teachers feedback on their effectiveness of using the school's PBIS initiatives. Individual teachers asked for feedback from the chair based on their classroom PBIS implementation. • The PBIS team met weekly to monitor data related to PBIS and create interventions and celebrations aligned to the data being monitored. • Students were recognized on the "Effort Creates Ability" Boards each month for specific areas that they are excelling in. The boards posted the student names or pictures and those students were given awards during the monthly Town Hall meetings. • All of the PBIS incentives were 	
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consistently implemented by staff, therefore the impact on the students was evident. The data in ODRs is a support of the increased positive student behavior.

A meaningful set of strategies are planned and will be implemented within the extended school day and/or year.

Extended Learning Day

- The program ran four days a week for two hours each day. One of the programs was managed by NPMA staff and the other was managed by CATS, one of NPMA's partnerships.
- All students received one academic block and one enrichment block. The academic block was provided by certified teachers hired through the school and the enrichment block was provided by CATS staff members. Students were able to choose their enrichment block.
- During the academic block, the teachers focused on lessons that aligned to the current CCSS that were being taught in the students' classrooms. The instructional coaches shared standards planned for each grade by the quarter. These quarterly maps were distributed to the afterschool teachers so they had guidance on what material to teach. There were various resources the teachers used to align their lessons to the standards. Afterschool teachers who taught math utilized the Math Toolbox on EngageNY in order to

		<p>incorporate suggested websites to use.</p> <p><i>AIS</i></p> <ul style="list-style-type: none"> Students in grades 7 and 8 received a planned AIS period for both math and ELA daily during Quarter 3. The instruction was provided by their core subject teacher. <p>The school will encourage parent/family involvement in order to support student learning.</p> <ul style="list-style-type: none"> Every Friday morning, parents were invited to attend “Coffee and Refreshments with the Principal”. During this time, parents were able to have open conversations with the principal regarding NPMA and our offerings to the students. The parent facilitator made personal phone calls to parents to invite them to the Friday event throughout the week. There were approximately 2-5 parents who attended each of these meetings. The calendar of events was communicated and promoted to all the parents and throughout the community. This calendar was posted in the school, sent home on paper, posted on the school webpage, and specific events were communicated through School Connects with text, email, and phone calls. (2014 DTSDE 6.5) The School Based Management Team met once a month. Parents were invited via text, email, and the school webpage to this meeting and 	
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encouraged to attend. Parents were informed about the meeting with a phone call home and it is put on our website. A parent facilitator began in February and is an active member of the NPMA community. (2014 DTSDE 6.5)

Partner organizations will be utilized to provide services critical to the implementation of the school design.

Childhood and Adolescent Therapeutic Services (CATS)

- CATS ran the enrichment program during the ELT program at NPMA.
- The CATS ELT Coordinator maintained communication regarding students, attendance, bussing, and any other after school matters with North Park's administration and student families. (DTSDE 6.5)
- The Social Emotional Coordinator works with students during the school day on attendance, social-emotional, or academic issues.

Say Yes

- The Say Yes FSS provided behavior support through CICO daily.
- She made daily attendance phone calls and participates in the weekly attendance meeting.
- She met with families in their homes if needed to provide referrals for additional services, including but not limited to counseling, wraparound through FVN, enrichment, and any other as needed services for students.

		<ul style="list-style-type: none"> When needed, she held SAIG groups for students with poor attendance. 	
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>		<p>Teacher Attendance Teacher attendance has been a focus this year at NPMA. Our teacher attendance is at 93.36% for the 2014-2015 school year. This exceeded our target for teacher attendance that was at 89.2%. Administration has made a purposeful effort to make teachers feel appreciated for coming to school each day.</p> <p>Student Attendance Our student average daily attendance in the 2014-2015 school year was 91.3%. This exceeded our target, which was 90.5%.</p> <p>School Climate There have been significant wins for NPMA in the area of school climate. During the 2013-2014 school year there were 1,261 events that occurred versus the 2014-2015 school year that 202 events occurred. This is an 84% decrease in our behavior events.</p> <p>During the 2013-2014 school year there were 237 students who received an ODR out of 332 total students. This is 71% of the student population during the 2013-2014 school year who received an ODR. During the 2014-2015 school year, there were 120 students who received an ODR out of 271 total students.</p> <p>Academics In grade 5 ELA, the NPMA students outperformed the district on all standards assessed on the District CFA 2. In grade 6, the NPMA students outperformed the district on</p>	<p>Teacher Attendance Teachers will continue to be provided with the data about student attendance. NPMA administration will recognize perfect attendance winners monthly and provide an award to each of those teachers. There will also be an award for most improved attendance.</p> <p>Student Attendance Students will continue to be rewarded and recognized through the various attendance incentives and promotions NPMA offers. The attendance team will continue to meet weekly to discuss attendance data and create interventions for chronic and severe attendance concerns.</p> <p>School Climate North Park will continue to strive for the target to decrease our ODRs. The PBIS coach and team are making adjustments to the PBIS incentives. It will be modified to accommodate the Special Education classrooms and Special Areas. The SST team is creating a plan for the staff to be trained on Tier 2 and 3 interventions. The staff will also provide a blank copy of the SST tracker and menu to inform staff of the types of services we provide to students (i.e. mentoring, SAIG, CICO) with details about each and what staff are connected to the interventions.</p> <p>Student Performance There will continue to emphasize the</p>

	<p>all standards assessed on the District CFA 2.</p> <p>Staffing During the 2014-2015 school year, NPMA was fully staffed in the beginning of the school year. The majority of the staff members have maintained consistent high attendance. One position was not filled for a 7th grade ELA teacher with a certified, temp position. One of NPMA's SIG substitutes became a Teacher Assistant in a 6th grade 8:1:1 classroom, beginning in January 2015.</p> <p>The consistency amongst staff during the 2014-2015 school year compared to the 2013-2014 school year has supported the improvement of the school climate through a decrease in the suspension rate and the number of ODRs. Besides the consistency in staff members for core subject areas, the Special Areas teachers who are funded through SIG to be 1.0 FTEs have shown a strong buy-in to the NPMA expectations and mission, along with building relationships with the students and families.</p> <p>DTSDE Review The 2015 DTSDE Review showed growth in all five of the Tenets that were assessed.</p> <p>The results of the 2015 DTSDE review in Tenet 2 had 2 "developing" and 2 "effective" scores, making the overall score to be "developing". When comparing these results to the 2014 DTSDE review, there is growth. The 2014 DTSDE review gave 4 "developing" scores in Tenet 2.</p> <p>The results of the 2015 DTSDE review showed</p>	<p>importance of increasing our student proficiency on the School CFAs and NYS Assessments. The continuation of the DDI cycle, and stress on increasing student engagement will help to boost the proficiency rate.</p> <p>Staffing Staff in grades 5 and 6 were surveyed about their grade level and subjects they have preferences on for teaching during the 2015-2016 school year. It is planned that each teacher in grades 5 and 6 will teach two subjects, Math and Science or ELA and SS.</p> <p>If any positions become vacant during the summer, administration will obtain a list of names of possible candidates from district personnel in order to fill the position with the most suitable person.</p>
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	<p>growth in Tenet 3 as well. During the 2014 DTSDE review, there were 2 “developing” scores and 2 “ineffective” scores. The overall result in this Tenet was “ineffective”. The 2015 DTSDE review had growth in Tenet 3. There were 4 scores of “developing”, which resulted in an overall score of “developing”.</p> <p>Tenet 4 showed growth in the results of the 2015 DTSDE. During the 2014 DTSDE review, there were scores of 1 “developing” and 3 “ineffective”. The overall score was “ineffective”. The 2015 DTSDE review had higher results; there were 4 scores of “developing”. The overall score was “developing”.</p> <p>Tenet 5 showed growth on the 2015 DTSDE review. During the 2014 DTSDE review had a rating of “ineffective”. The 2015 DTSDE review had a rating of 2 “effective” scores and 2 “developing” scores.</p>	
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis</u>. Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	<p>ELT (Extended Learning Time) NPMA’s enrollment in ELT by the end of the school year was 165. During this time student enrollment was 271. This means that 61% of our student population was enrolled in the ELT program. During the ELT program, students participated in two programs that ran simultaneously. One of the programs, run by NPMA staff, the students received extra academic lessons and reteach. The other program, run by the CATS staff, the students received lessons through enrichment activities.</p> <p>Teacher Attendance One of NPMA’s ‘early wins’ is teacher attendance. Our goal was to reach 89.2% in</p>	<p>The data that will be collected and focused on during the 2015-2016 school years will be based on NPMA’s revised three ‘Big Rocks’. The three ‘Big Rocks’ are increasing student engagement, sustain a healthy social-emotional climate, and build a culture of positive family engagement.</p> <p>The smaller pieces within those rocks that will be imperative to measuring NPMA’s success are teacher attendance, student attendance, ELT enrollment, monitoring growth on the CFA’s, parent involvement numbers (also checking call logs), ODR numbers.</p> <p>Increasing student engagement</p>

	<p>teacher attendance, however we exceeded this goal with 93.36%. The teachers are informed of their attendance data weekly via the weekly memo. They also are notified monthly through an email with all the perfect attendance winners. Those winners are also thanked with a certificate and artifact in their mailboxes, along with being entered to win the principal's parking space for the following month.</p> <p>Student Attendance NPMA's target for student attendance was 90.5% for the 2014-2015 school year. NPMA also exceeded this target with a student average daily attendance rate of 91.3%. Students receive recognition and praise from various staff members in a variety of forms. The students are recognized during monthly town hall meetings and on the Effort Creates Ability Boards. Also, they are given a certificate and award to recognize perfect attendance winners both monthly and quarterly. Students are notified of their monthly attendance during the town hall meetings. The staff are notified about the data surrounding student attendance through the weekly memo and during weekly grade level meetings.</p> <p>Increased Parent Involvement NPMA has increased the number of opportunities for parents to attend events this school year. The events that have happened during the 2014-2015 school year were a Chorus Concert, Talent Show, parent-teacher conferences, pizza dinner, spaghetti dinner, college and high school fair, health fair, Efficacy night with the parents, and Open House.</p>	<p>Teachers will create CFA's to administer to their classes every eight weeks. This data will be disaggregated and used to create an action plan for small groups, differentiation, and reteach. The teachers will also prepare a common form so students can self-assess based on their data, from both CFAs and daily formative assessments. The feedback for students will allow students to self-assess. Students will be given actionable feedback and every five weeks teachers will have discussions with students to create personal academic goals. (2015 DTSDE Tenet 3) The continual use of document cameras and Illuminate for daily formative assessments will give students and teachers immediate feedback. Students will also monitor their learning on a daily basis through their "learning checklist" that teachers will create for them that consists of student-friendly standards and the student-friendly curriculum map. The students will track their self-assessment and actual assessment based on their daily formative assessment results. (2015 DTSDE Tenet 4)</p> <p>On the walkthrough template, there will be a section devoted to instructional strategies and student to teacher ratio talk time. This data will be shared in the form of numbers and percentages to the staff via the weekly memo. Based on the data from teacher and student data, professional development will be planned or adjusted by instructional coaches or administration.</p> <p>Sustain a healthy social-emotional climate Teachers will continue to receive data on ODRs, PBIS points, and attendance weekly through the weekly memo and grade level</p>
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	<p>ODR's NPMA's ODR's have decreased by 88%. Our target for the 2014-2015 school year was 1,186 and our actual was 197. One of NPMA's 'Big Rocks' for the 2014-2015 school year was PBIS. Through the renovation of PBIS, NPMA was able to make this rock effect for the climate of the school. Students receive positive incentives for their expected behavior and their behaviors are tracked in a consistent system. The implementation is monitored through PBIS walkthroughs and data collection by the PBIS coach. The PBIS coach informs staff of the PBIS data at weekly PBIS meetings, weekly grade level meetings, and via email.</p> <p>CFA data NPMA has had small wins with our School and District CFAs. Our teachers created their own CFAs in the subject areas they teach and have given these CFAs every six weeks. The data has monitored student achievement. The teachers created action plans based on student readiness levels. When compared to the district on CFA 2, NPMA grade 5 ELA and grade 6 Math outperformed the district in all standards that were assessed.</p>	<p>meetings. Students and parents will receive this information during their monthly Town Hall meetings. Teachers will post the previous week's attendance percentage as a goal to beat during the current week. All classrooms will have their attendance goal of at least 92% (Attachment B 2015-2016 Target) posted and students will know this goal. Students will be made aware of their daily points via class DOJO based on their behavior through PBIS. They will be expected to receive 80% of their possible points.</p> <p>Build a culture of positive family engagement All teachers and students will create SMART goals in the beginning of the 2015-2016 school year based on the NYSUT rubric indicators and NYS Assessment results. All staff will develop a goal based on parent involvement. The goal will be to increase the percentage of parents they will contact weekly for positive reasons. Another goal will be to increase the percent of parents they will contact weekly for strictly academic purposes. These goals will be tracked during the weekly classroom observations. The administrator will check the number of calls made in the teacher call log and track it on the NPMA Teacher one on one form. The teachers will meet with administrators monthly to receive face to face feedback surrounding their progress meeting their goals and their parent contact numbers. NPMA will create a calendar of events with CATS and Say Yes that give parents the opportunity to participate in a school event once per month. The events will be focused around celebrating student achievement. NPMA staff will develop incentives for the</p>
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		homerooms who have the highest percentage of families who attend the monthly events.
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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
<p>Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u></p>		<ul style="list-style-type: none"> • North Park Academy held seven 1/200th professional development days. Teachers and administrators have been paid out of the Teacher and Administrator Ancillary fund. The Engineers have been paid from their fund for the extra Saturday hours for the full day staff PD. • Curriculum committee monies have been used to pay staff who attend the weekly ELA and Math meetings, the biweekly Science/SS meetings, and the weekly Leadership meetings. • The SIG substitutes have been paid out of the SIG Substitutes Fund number. • The Teacher Assistant has been paid out of the Teaching Assistant Fund number. • Due to limited time to plan for travel, NPMA amending the conference monies for the originally scheduled conferences of NCTE (National Council of Teachers of English) and NCTM (National Council of Teachers of Math). • The conference kept was the National Science Teacher conference in March that took place in Chicago. There were four staff members who attended this conference. • Funds were amended to increase funding to allow Art and Music to be 1.0 FTE. • Document cameras were purchased with amended monies. These will be used for teachers to gather data immediately from their CFAs and daily formative assessments. • Three POs were submitted in April to purchase the memberships of NSTA, NCTM, and NCTE that are in the original budget. • The monies that were in the budget for summer school will be amended to provide professional development to the NPMA staff. These monies will be spent on professional development for staff.
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.</p>		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives

for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	93.17%	92.83%	90.79%	89.53%		<p>NPMA's target for daily student attendance was 90.5%. This target was met for 3 out of the 4 reporting periods. The overall student attendance was 91.3%, which exceeds the 2014-2015 student attendance target by 0.8%.</p> <p>Students who had perfect attendance for one month were awarded with a PBIS incentive. The homeroom with the highest attendance rate was also awarded with a PBIS incentive. One of North Park Academy's 'Big Rocks' was "PBIS", therefore there were many initiatives that the school was working on in order to increase student attendance within the PBIS rock. (5.4 DTSDE)</p> <p>NPMA gave supports to students and their families who had been labeled as chronic or severe with absences. One of the supports given was a phone call home made every day for absent students from a member of the attendance team. These staff members also handed out the incentives to students with perfect attendance.</p> <p>Students who achieved perfect attendance for the month were also recognized on the "Effort Creates Ability" bulletin board in each grade level. During the monthly Town Hall Meetings, the students are awarded with an Attendance Award and recognized for their perfect</p>	<p>NPMA has a goal to meet the student attendance target every week. Students will be knowledgeable of the target during the 2015-2016 school year because they will be posted in all classrooms and teachers will have discussions about it. The students will be made aware of the attendance for the previous week for their homeroom, grade level, and the school. They will always strive to not only beat the target of 92%, but to also have a higher attendance percentage than the other homerooms.</p> <p>The grade level with the highest attendance percentage each quarter will win a special event for their grade level.</p> <p>The attendance team will continue to meet weekly to discuss attendance data, incentives to put in place for perfect attendance winners, and chronic and severe absentees. The team will make personal phone calls daily to homes of absent students.</p> <p>Students will be recognized for perfect attendance and most improved attendance during Town Hall meetings and the Effort Creates Ability boards monthly. Teachers will be made aware of the attendance data through the weekly bulletin and during meetings.</p> <p>The attendance team member who is</p>

						<p>attendance. The attendance team was made up of the School Counselor, the CATS Social Emotional Coordinator, and the Say Yes coordinator.</p> <p>The attendance team met weekly to discuss attendance data, specific students who were missing a high percentage of school days, and attendance incentives that would increase our student attendance.</p> <p>Attendance data was reported to teachers by the week during grade level meetings, the weekly bulletin, content meetings, and PBIS meetings. Teachers reported this data to the students to encourage them to keep coming to school.</p> <p>Teachers called home to parents when students were absent. If the student was absent after two days in a row, their names were reported to the attendance team and the team calls home.</p> <p>Students who had a high record of missing school are in attendance groups. (SAIG) The Say Yes coordinator has done home visits in order to address attendance concerns and develop a plan with the student and parent to increase that student's attendance.</p>	<p>responsible for a grade level will be expected to be in attendance at each grade level meeting. The homeroom teacher will be expected to communicate with the attendance team representative to find out the reason if one of their students is absent for two days in a row. The administrator will then be notified after it exceeds two days without an excuse.</p> <p>Attendance groups will be created based on chronic and severe attendance students. The counselor, Say Yes facilitator, or CATS social emotional counselor will work with the groups to mentor and council students on the importance of coming to school.</p>
Teacher Attendance	95.52%	94.06%	92.31%	92.06%		<p>NPMA has exceed the target for teacher attendance. The teacher attendance target was 89.2%.</p>	<p>Staff who have perfect attendance will be shown appreciation via a celebratory email monthly and a certificate in their mailbox. Perfect attendance winners will</p>

					<p>Staff who had perfect attendance were thanked by administration through a celebratory email.</p> <p>The staff were informed of the data through the weekly bulletins sent out by administration so they were aware of the teacher attendance percentage.</p> <p>All teachers with perfect attendance each month were entered into a drawing at the end of the months; two teachers were rewarded every month by getting the administrator’s parking spot for the following month.</p> <p>All teachers with perfect attendance received awards with artifacts from administration as prizes at the end of each month.</p>	<p>also all be entered monthly into a drawing for the principal’s parking space. The staff will be made aware of the teacher attendance weekly through the weekly memo and this will be addressed during the leadership team meetings.</p> <p>The administration will work closely with district personnel to arrange for certified, temporary teachers to fill any positions if staff are on any extended leaves.</p>
Office Discipline Referrals	36	56	46	98	<p>The NPMA target for discipline referrals for the 2014-2015 school year was 1,186. NPMA has exceeded this target with acquiring a total of 197 ODRs for the 2014-2015 school year. NPMA has reduced ODRs by 88%.</p> <p>The teachers used the skills and methods taught to them during their Efficacy Training to encourage students to work hard and make positive choices. The Efficacy lessons assisted in the communication lines between teachers and students. The lessons in Efficacy also helped students to understand feedback, data, and to create strategies.</p> <p>In order to “graduate” from CICO, the</p>	<p>All the discipline training, tracking, and interventions implemented will support NPMA’s 2015-2016 ‘Big Rock’ to sustain a healthy social-emotional climate</p> <p>The NPMA community will continue to implement the Efficacy motto, “work hard, get smart”. The students will have Efficacy lessons on “E” days with the staff member of their choice. Students will be surveyed during Quarter one about what staff member they believe they have a relationship with. That chosen staff member will be the Efficacy teacher for that student. (2015 DTSDE Tenet 5) The implementation of Efficacy will encourage students to do their best and remind teachers and students to be on their</p>

					<p>students needed to receive 80% of their points for six weeks. This data was tracked by the CICO mentor and SST team. The teachers were made aware of student progress with the tracking sheet posted in the NPMA Meeting Room.</p> <p>A 'Big Rock' that North Park focused on is our PBIS initiatives. All staff members were consistently reinforcing behavioral expectations through PBIS. (DTSDE 4.4) The teachers were given feedback on their CHAMPS implementation. The teachers then gave the students feedback on their ability to follow CHAMPS.</p> <p>During the Town Hall meetings, students were given awards according to the "Effort Creates Ability" categories. These all had to do with student success and achievement.</p> <p>Youth Court was implemented as a consequence for misbehavior during the school day. The purpose of this restorative justice was to reduce the suspension rate and allow students to receive consequences for their actions from a jury of their peers.</p> <p>The PBIS team completed PBIS walkthroughs by grade level. The purpose of these walkthroughs were to provide feedback to the teachers regarding behavior and PBIS implementation in their classrooms.</p>	<p>strong side and help students to strive for academic and character achievement.</p> <p>Students who need Tier 2 interventions will receive interventions such as CICO, SAIG groups, mentoring, and other interventions that NPMA develops and implements. Students will have their behavior tracked daily and awarded for their behavior success through PBIS incentives. Individual students and homerooms will both have the opportunity to be rewarded for their behavior based with PBIS incentives.</p> <p>Students will continue to be recognized for their positive behavior during Town Hall meetings. Also, any behavior that needs to be addressed, the students will receive feedback during the Town Hall meetings as well.</p> <p>Youth Court will begin during the first 5 weeks of school in order to reduce suspensions, but still assign consequences to students to correct behavior. The students will have their consequences determined by a jury of their peers. The jury will be decided after students learn about the Youth Court jobs and duties. After applications, students will be chosen to serve.</p> <p>PBIS will meet biweekly to discuss data such as the number of incentives distributed and the PBIS points earned by homeroom. The data will be shared with the staff biweekly through email.</p>
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						Implementation of PBIS and Efficacy will be monitored during walkthroughs.	
Extended Learning Time	NA	81	148	164		<p>NPMA has exceeded the baseline for ELT. The target number of students is 69.7% of our current student population (189/271). When our original target was made, the student population was higher than it currently is. The original target was 52% of our population. Now that the population decreased, the target number of students is 69.7% of the student body.</p> <p>60.5% of our student population was enrolled in the ELT program. This enrollment continued to increase through the course of the school year. NPMA currently has over half of the student body enrolled in the ELT program.</p> <p>The fifth grade had 53 students enrolled. This is 81.5% of the student population in fifth grade. The seventh grade had 33 students. This is 54% of the student population in seventh grade.</p> <p>During the CATS portion of ELT, students participated in a hands-on learning approach. During the School 66 portion of the program, academics aligned to the standards given by their teachers based on the data. Modified sports teams were part of the after school programs. During the winter, Basketball was offered to the 7th and 8th grade boys and during the spring Track and Field was offered to both girls and boys in grades 7 and 8.</p>	<p>Parents will receive packets to sign up for the ELT program by the second week of school to ensure transportation for the projected started date on October 5th. The students will be enrolled in two programs that will run simultaneously. The academic program will be run by NPMA, and the enrichment, will be run by CATS.</p> <p>Students will be recruited by NPMA faculty and staff encouraging them to sign up. Students will be informed of all the sports teams that will be offered during the course of the year during the ELT program. A Connect Ed call and email will be sent home to the parents. The parent bulletin board will have the ELT program information posted outside the parent room. Personal phone calls will be made by the teachers and administrators for students who will be targeted for the ELT program.</p> <p>Staff will be recruited by the second week of school with a posting in the staff lounge and main office, in teacher mailboxes, and via email. Staffing is a major part of the ELT program since students are being taught during this time as well.</p> <p>Students will be offered morning intramurals 4 days a week for 1 hour in the morning, prior to school starting.</p>

