CONTINUATION PLAN

School Improvement Grant (SIG) 1003(g)

2015-16

School:	**Buffalo Elementary School of Technology #6**	District:	**Buffalo City School District**
BEDS Code:	140600010006	**District Contact:**	Margaret Boorady, Associate Superintendent
Enrollment:		**SIG Model:**	Restart- EPO
Grades Served:	PK-8	**Cohort:**	3

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

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

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

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		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 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. 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	The leadership structure that will assume the primary responsibility for district turnaround efforts is organized in the Department of Teaching and Learning. The department leadership team consists of:

1. Chief Academic Officer

2. Associate Superintendents for School Leadership(4)

3. Assistant Superintendent for Curriculum, Assessment and Instruction

4. Assistant Superintendent for School Accountability

5. Assistant Superintendent for Special Education

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 |

| | | 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:

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.

The individuals responsible for providing oversight and support to our lowest achieving schools (improving schools) are the ASLs assigned to that school and their support teams. Together with the Superintendent and the Chief Academic Officer, school turnaround efforts are monitored, supported, and modified as needed to | 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.

The Offices of Curriculum, Assessment and Instruction, School Accountability, and Special Education also are intricately connected within the Teaching and Learning Department, and each contributes to the coordinated district effort to improve student learning and achievement. The Office of Curriculum and Instruction defines the viable curricula based on Common Core State Standards, district level assessments, and teaching practices that are most likely to result in achievement gains. Professional development efforts are also planned and supervised by this office. The Office of School Accountability takes responsibility for the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and 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 |

improve student performance. Currently, Priority Schools in the district receive these additional services and supports:

- 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.

The Office of School Leadership also provided liaison support to each of the

and modify instructional practices.

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.

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.

Priority school principals will meet monthly, separately as a group, with associate superintendents to address their specific needs and ideas toward improved collaborative efforts to improve teaching and learning opportunities in the schools and to continuously

EPOs as directed by the Vice President of Student Achievement, Board of Education. This support is collaboratively defined by the EPO Superintendents, the Vice President of Student Achievement, and the ASLs and aligned to the expectations and supports that the district has for schools that are involved in the turnaround efforts. All district services were available to the EPO's as provided for in the EPO contracts.

Additional oversight and support for the low achieving schools included the provisions for extended learning time, summer school, a credit recovery program for seniors and the STAR Academy for overage students with fewer than five credits. These district wide supports are designed to assist all schools in meeting their school based 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.

The district did hire the Multilingual Support Teacher. The purpose of that

share practices that are working at various schools.

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:

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.

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,

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 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.

three instructional specialists, and one supervisor of school turnaround. All others in the department support their efforts.

Principals who participate in the Transformation Leadership Learning Network (TLLN) as part of their SIG plans are supported by the associate superintendents. The district SIG continues to offer priority school principals the opportunity to attend the Harvard Turnaround Leadership Conference. Associate superintendents offer onsite coaching to priority school principals. The Office of School leadership continues to act as liaison to the EPOs as directed by the Vice-President of Student Achievement from the Board of Education. This support is collaboratively designed and agreed upon by the EPO superintendents, the vice president of the BOE, and the associate superintendent for school leadership. All district services are available to the EPOs as outlined in the EPO contracts.

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

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.

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

of the department responsibilities.

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.

District SIG resources will also be utilized to allow 3 administrators to attend the School Turnaround meetings and 6 to attend ongoing DTSDE state-level training.

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,

		related to the Business curriculums at Riverside, South Park, Bennett and Lafayette schools. For example, web design, requires students to develop a website at the professional level. Additional portfolio assignments include, Technical reading and writing within their CTE area, mechanism descriptive reports using power point, problem solving and solution papers which helps students to prepare for their industry specific internship. After completion of the two year portfolio, this allows the students to earn the fourth year of ELA credit as well as give them the ELA skills necessary to be competitive in the world of work or post secondary education. Upon completion of this portfolio, the student have met the rigorous qualification to obtain the 4th year of ELA credit.

The purpose of the ELA credit is to ensure that students are allowed to stay in their CTE area and not be dropped from the CTE program when they are unsuccessful in a traditional ELA classroom.   This support allows us to increase the school's graduation rate while giving the proper credit, maintaining student attendance and keeping the students engaged in the area they specifically identified as an | 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. |

area of interest.

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.

They identified projects, classroom activities and when required provide individual remediation on key math concepts increase a students math skills.

Assessments

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.	
		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.	
		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).	
		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 are vacant.	

ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership</u>. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.	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 | The provision of high quality accountability and support that characterizes the Department of Teaching and Learning operates in the following manner:

Chief Academic Officer:

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 |

support and leadership in order to improve student achievement. Learning walks conducted by teams gathered information and made observations to inform a Differentiated Support Plan that outlines the supports that were provided to the Priority School specific to the Tenets in the DTSDE reports. These plans are reviewed and updated on an ongoing basis. As a result of the ongoing support for schools, the district's "Three Big Rocks" which are embedded in the daily work of principals and consultant partners represent the collaborative effort to improve schools. The specific actions of the principals include:

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.

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.

education of students with disabilities and English language learners.

Associate Superintendents for School Leadership:

Directly supervise and evaluate the work of the building principals in all matters 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

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:

- 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.

through committed and enlightened leadership. Associate superintendents spend minimally one half of each school day in buildings working with principals and leadership teams.

Assistant Superintendent for Accountability:

Directly supervises the work of those personnel assigned to the office that perform the work of the APPR, DTSDE reviews, state assessment processes, program evaluation, and data analysis. The assistant superintendent works directly with NYSED on the matters related to the responsibilities of the office and collaborates with the associate superintendents for school leadership and the chief academic officer to ensure compliance and quality of effort. Monthly updates are provided at principals' meetings, and regular presentations are made to the Board of Education's Student Achievement Committee. The assistant superintendent explains accountability rules and processes to all district personnel and to the BOE. Data collection, review and reporting is a major responsibility of this office.

Assistant Superintendent for Curriculum, Assessment and

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.

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.

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

Instruction:

Directly supervises the work of all discipline based directors and supervisors, and has direct responsibility for Common Core State Standards implementation and the implementation of quality professional development experiences for teachers. This position brings critical program information, relevant issues and recommendations to the Department of Teaching and Learning meetings and planning sessions. DTSDE recommendations and district and building priorities are incorporated into learning walks that provide professional feedback to building leadership teams. This effort is coordinated among all other divisions of the department. Curriculum and assessment design, advocacy for use of effective instructional practices, and networking with building-based instructional coaches are key responsibilities of this office. All divisions of this department are dependent on the work of this office for viable curriculum, useful assessments for data-driven inquiry and action, and professional development. All critical issues are considered by the department and

		course as highly meaningful to their professional practice.	shared collaboratively.
			Assistant Superintendent for Special Education:
			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.
			Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted to resolve issues. The Chief Academic Officer is responsible for the oversight of all of the offices, and regularly communicates with each division leader. The Chief Academic Officer attends all principal meetings

		and engages building leaders in discussions leading to improved practices. Small group meetings are held on timely topics for input and feedback. The CAO also brings critical matters to the superintendent of schools on a regular basis. A summer planning session is held to coordinate calendars for the school year, decide on priorities, and plan for critical work in a collaborative and coordinated fashion. As needed, the department leadership works with other departments as needed on topics that cross over into other areas, such as federal consolidated grants, extended learning time, and financial resources. The Say Yes program is also involved with the department on key initiatives.

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 partner organizations 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		**District Partners** **Scholastic, Inc.** Leadership Training and Development: School Leadership Teams (SLT) will receive training from Dr. Sue	**District Partners** BPS will build the capacity of its district staff to provide consistent support in the 2015–16 school year via instructional coach training with

the role they will play in the implementation of the new school design.*		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: • Focus on school-wide strategy of writing • Implementation and monitoring strategies. The team will develop a professional development schedule that includes: • Writing strategies • Content area literacy • Unpacking the Common Core Learning Standards in the content areas • Data Driven Inquiry (DDI) based on 2014-15 NYS ELA and Math data • Scheduling writing assessments school-wide. **American Institutes of Research** 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	American Institutes for Research (AIR) during June and July, 2015. 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.

		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. 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 in	

		either June or July.	
ii. For the key external partners funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.		The 2014-15 District Partners were assessed and held accountable in the following ways: -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	The 2015-16 District Partners will be assessed and held accountable in the following ways: -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

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

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the curriculum to be used, including the process to be used to ensure that the curriculum			

aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.		
ii. Describe the instructional strategies used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).		
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 to increase learning time by extending the school day and/or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.		
iv. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. *(Please see below for additional required information)**		
v. Describe the school-wide framework for providing academic, social-emotional, and student support to		

the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.			
vi. Describe the strategies to develop/sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.			
vii. Describe the formal mechanisms and informal strategies for how the school encourages parent/family involvement and communicates to support student learning, and how it will gauge parent and community satisfaction.			

* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

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

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the training, support, and professional development events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible			

for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.			
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.			

Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the "School Overview" section of the original SIG application.			

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.		
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.		

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes</u>, <u>alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.		
Additionally, <u>under separate attachment</u>, the LEA/school must provide a **Budget Narrative** *and* an **FS-10** for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.		

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

Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance							
Teacher Attendance							
Office Discipline Referrals							
Extended Learning Time							