

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

School:	A. B. Davis Middle School	District:	Mount Vernon City School District
BEDS Code:	660900010022	District Contact:	Sherry D. Ward
Enrollment:	608	SIG Model:	Transformation
Grades Served:	7-8	Cohort:	SIG Round 5

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 individuals at the district-level who are responsible for providing oversight and support to the LEA's lowest achieving schools.	Y	Joshua Whitham, Principal Ms. Sherry D. Ward, SIG Project Manager Dr. Kenneth Hamilton, Superintendent of Schools Dr. Jeff Gorman, Deputy Superintendent Denise Gagne-Kurpewski, Asst. Supt. for HR Dr. Waveline Bennett-Conroy, Director of Pupil Personnel Frank Gallo – Admin. for ELA Dr. Satish Jagnandan, Admin. for Math Dr. Marguerita Circello, Admin. for ELL Evelyn Collins – Director of Talented, Gifted	Joshua Whitham, Principal Dr. Waveline Bennett-Conroy, Assistant Superintendent for School Improvement SIG Project Manager, TBD Dr. Kenneth Hamilton, Superintendent of Schools Dr. Jeff Gorman, Deputy Superintendent Denise Gagne-Kurpewski, Asst. Supt. for HR TBD, Math Instructional Specialist Frank Gallo – Admin. for ELA Dr. Satish Jagnandan, Admin. for Math Dr. Marguerita Circello, Admin. for ELL

ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.		and the Arts Felecia Gaon – Director of Special Education Weekly: The SIG Project Manager meets with the A.B. Davis RTI, Transformation and Leadership Teams (Principal, Assistant Principal, SIG Project Manager and McREL). Items or issues that need district support are immediately disseminated to District leadership (District Cabinet: Superintendent, Deputy Superintendent, Director of Talented and Gifted, Director of Special Education, Director of Pupil Personnel and Assistant Superintendent for HR). We then work collaboratively to address the issue. Monthly: McRel provides professional development for teachers in ELA and Math and supports the Transformation Team in identifying short cycle improvement initiatives (SCIS) as a part of the Success in Sight (SIS) process. The SIG Project Manager observes sessions to ensure logistics, content and delivery standards are maintained. The Leadership Team (McRel representative, principal, assistant principal and SIG Project Manager) meet monthly to review professional development implementation and outcomes. Qualitative reports are reviewed for common strands, regularities and irregularities. The Project Manager then plans next steps or make changes accordingly to keep the project on track towards identified targets. The Curriculum and Instruction team consisting of all District administrators (ELA, Math, ELL, Special Education, and Arts and the Deputy Superintendent) meets bi-weekly to discuss	Evelyn Collins – Director of Talented, Gifted and the Arts Felecia Gaon – Director of Special Education State Assessment Item Analysis Review: To ensure that all teachers receive state assessment item analysis reports, and review and analyze reports to drive instructional decisions, reports will be provided to all teachers at the beginning of Transformation Training the week of August 24th. In early July, state assessment data will also be reviewed by the Curriculum and Instruction team (Standards Administrators for Math, ELA, ELL and Director of Special Education) to determine strengths and areas for improvement. Data analysis results will drive decisions about professional development to be delivered in late August. Frontloaded Professional Development August 2015: To protect instructional time and limit the number of times that teachers are out of the classroom, Curriculum and Instruction administrators (Standards Administrators for Math, ELA, ELL and Director of Special Education) have agreed to frontload professional development for the A.B. Davis staff on August 28 and 31. Weekly: The SIG Project Manager will meet with the A.B. Davis RTI, Transformation and Leadership Team (Principal, Assistant Principal, SIG Project Manager and McREL). Items or issues that need district support will be immediately disseminated to District leadership. We will
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		initiatives and issues needing support. Areas needing support are discussed to devise an agreed upon plan of support. Support may be in the form of physical resources, professional development, observations of teacher practice or curriculum writing and mapping. Quarterly: iReady computer-based assessments are used to monitor student progress. iReady data is reviewed, but is not yet used to driven instructional practice. Goals, initiatives and outcomes are reported in the quarterly SIG Progress Monitoring Report to NYSED. The Superintendent and Deputy Superintendent regularly participate in review of documentation. After careful review of reports, the District leadership leadership (District Cabinet: Superintendent, Deputy Superintendent, Director of Talented and Gifted, Director of Special Education, Director of Pupil Personnel and Assistant Superintendent for HR) identifies ways to support initiatives or eliminate barriers. Data supporting the Transformation and School Leadership Teams: As noted in all 2014-15 Progress Monitoring reports, student attendance is up ad student discipline data is down. Three year trend data shows a significant dip in the last two years. The Spring 2015 Staff Satisfaction survey reveals that more than 85% of the staff have moderate to extremely good interactions with staff within their department. 80% of the staff see administrative procedures as being moderately to extremely fair and 55.74% of the staff are moderately to extremely satisfied	work collaboratively to address the issue. Monthly: McRel will continue to provide professional development for teachers in ELA and Math and support the Transformation Team in identifying short cycle improvement initiatives (SCIS) as a part of the Success in Sight (SIS) process. The SIG Project Manager will continue to regularly observe to ensure logistics, content and delivery standards are maintained. The Leadership Team (McRel representative, principal and SIG Project Manager) will meet monthly to review professional development implementation and outcomes. Qualitative reports will be reviewed for common strands, regularities and irregularities. The Project Manager will plan next steps or make changes accordingly to keep the project on track towards identified targets. The Curriculum and Instruction team consisting of all District administrators (ELA, Math, ELL, Special Education, and Arts) will meet bi-weekly to discuss initiatives and issues needing support. Areas needing support will be discussed to devise agreed upon plans of support. Support may be in the form of physical resources, professional development, observations of teacher practice or curriculum writing and mapping. Quarterly: iReady computer-based assessments will be used to monitor student progress. iReady data will be a more integral part of PLC conversations and used to driven instructional practice. Goals, initiatives and outcomes will be reported in the quarterly SIG Progress
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		<i>with working at A.B. Davis MS. (See attached) This data shows a marked improvement in the level of support felt by staff members from the initial SIG survey completed in February 2014. (see attached)</i> <i>Both behavior and academic short cycle Improvement strategies (SCISS) data show a positive impact on student outcomes both in behavior and academic. As a result, the team has agreed to permanently implement the SCIS that targets disengaged students to build better relationships and to continue with the use of Word Generation vocabulary building across content areas.</i>	Monitoring Report to NYSED. The Superintendent and Deputy Superintendent will continue to regularly participate in review of documentation and identifies ways to support initiatives or eliminate barriers.
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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 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 the role they will play in the implementation of the new school design.*	Y	McRel International is a non-profit, non-partisan education research and development organization that turns knowledge about what works in education into practical, effective guidance and training for K-12 teachers and education leaders across the U.S. and around the world. McRel has expert researchers, evaluators, and educators who skillfully blend analytic insights with practical school experience. Scope of Work: Year I Summer: Initiating Transformation Professional development to increase student	McRel, Inc. will continue to be the provider of professional development for teachers and guidance in the Success in Sight process for school transformation. Success in Sight is a research-based process for improving both school cultures and outcomes for students. Scope of Work: Between July 1, 2015 and June 30, 2016, a McRel Consultant will design and facilitate a total of 4 days of all staff professional development focusing on effective instruction (Classroom Instruction that Works 2), data-driven PLCs, and continuous school improvement (Success in

		achievement at A.B. Davis Middle School to include multiple aspects of research-based support for leadership and instructional teams at the school. Starting in the summer of 2014, the staff at A.B. Davis MS to assemble for professional development to launch the transformation process that will take place over the next three years. A McREL International consultant to design and facilitate the five full-days of professional development including the development of all learning materials for A.B. Davis Middle School staff members. Summer teacher-learners to receive a variety of resources (listed below) related to the specific professional development focus: The professional development days to focus on the following key elements: School Transformation Team (two full days) • The change process and accepting and managing transitions • Overview of the next three years' work: expectations, timelines, content of PD and outcomes, fractals (<i>Success in Sight manuals and materials</i>), shared-leadership All A.B. Davis Staff (one full day) • Lesson design using <i>McREL's Common Core booklets</i> • Learning objectives using McREL research in <i>Classroom Instruction that Works 2nd Edition</i> • Motivating and Engaging Students using research in <i>Motivating Students Who Don't Care</i> ELA and Social Science Staff (one full day)	Sight). (3 days August 2015 and 1 day June 2016) Between July 1, 2015 and June 30, 2016, a McREL Consultant will design and facilitate a total of 26 days of professional development for the humanities teams, RtI team, and Transformation Team as well as coach the administrative team. (1 day August 2015, 3 days a month for 8 months, 1 day Transformation Team only June 2016) Between July 1, 2015 and June 30, 2016, a Math Expert McREL Consultant will design and facilitate a total of 9 days of professional development for the math teams. (1 day August 2015, 1 day a month for 8 months) Between July 1, 2015 and June 30, 2016, an ELA Expert McREL Consultant will design and facilitate 2 days of professional development on ELA Engage NY Modules 3 and 4. (1 2-day session) Between July 1, 2015 and June 30, 2016, a Math Expert McREL Consultant will design and facilitate 2 days of professional development on Math Engage NY Modules 3 and 4. (1 2-day session) Location: Mt. Vernon, NY Dates: The dates and times of the professional development will be provided by the consultants and agreed upon by McREL and Mt. Vernon school district. Key Objectives: Please see the key objectives and other details on the following chart
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		• Common Core shifts in ELA with a focus on Humanities and the collaboration between both departments to support student standards • Use <i>Teaching Reading in the Content Area</i> • Learn close reading strategies Mathematics Staff (one full day) • Common Core shifts in Mathematics focusing on the 8 Mathematical Practices using the research in <i>Putting the Mathematical Practices into Action</i> • Attention to the NCTM Teaching Practices • Learning about student thinking using <i>How Students Learn Mathematics</i> Year 1 Focusing on the Right Solution and Taking Collective Action – Developing Efficacy McREL focused on ELA (Humanities) and Mathematics instruction, Professional Learning Communities (PLCs), leadership and data-driven instruction. A.B. Davis Middle School staff to develop knowledge and skills in five outcome areas to improve student achievement in ELA and Mathematics by: 1. Using a systematic and systemic continuous improvement process 2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies)
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		3. Using data to set and monitor improvement goals for individual students and the school as a whole 4. Developing and maintaining a purposeful community* 5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement) *A purposeful community is one that identifies and works collectively toward important outcomes that matter to all stakeholders, shares a collective belief that the community can accomplish its goals, and operates from a set of agreed-upon processes that guide actions and decisions in the school. A purposeful community creates an environment where professional learning communities (PLCs) can thrive. The 2014-2015 school year provided time for continuous professional support and embedded professional development. The School Transformation Team, comprised of three assistant principals, two reading teachers and two technology teachers, two parents and the Partners, met twice a month to monitor incremental progress toward improving student achievement, specifically in reading and math). The Davis Transformation Team was responsible for leading the changes needed to improve student achievement and making Davis a purposeful community. A McREL Facilitator met monthly with the School Transformation Team to	
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	• review short term ELA and Math initiatives and ELA and Math data • teach, discuss and monitor leadership responsibilities • teach, discuss and monitor the steps for creating a purposeful community at A.B. Davis • teach and use the McREL data process for data driven instruction A McREL Facilitator met monthly with ELA and Math content PLCs to • teach/model effective instructional strategies • review standards, Math practices and ELA shifts • monitor ELA and Math data from initiatives • set up peer observations and a peer-coaching process • observe ELA and Math lessons • provide feedback and plan next steps • model ELA and Math lessons • teach a formative assessment process • assist with designing common assessments • assist with designing lessons A McREL Facilitator met four times during year 1 with all staff to: • address culturally responsive education • address RtI • address issues about how the Partners' work is interconnected Books for teachers for 3 years <table><tr><td>Classroom Instruction that Works</td><td>Middle School Math Common Core Booklet</td></tr><tr><td>How Students Learn</td><td></td></tr></table>	Classroom Instruction that Works	Middle School Math Common Core Booklet	How Students Learn		
Classroom Instruction that Works	Middle School Math Common Core Booklet					
How Students Learn						

		Mathematics Motivating Students to Learn Middle School ELA Common Core Booklet PLC Resources Putting Practices to Work Teaching Reading in the Content Area
		During Year 1, there were nine (9) monthly site visits starting in September (with the exception of April due to state testing) and continuing through June 2015. Each site visit provided a total of four days to support working with various school teams. Following each visit, a site visit summary report will be generated. <u>Data Supporting Continuation with McREL:</u> McREL supported the entire school in beginning the Success in Sight transformation model. The Success in Sight model works to distribute leadership throughout the school and enables more voices to be a part of the decision-making process. McREL supported the Transformation Team in implementing protocols for meetings that have permeated throughout the school environment. Meetings are more organized and targeted around issues that are impacting student outcomes. Staff members have become accustomed to using protocols like fist-to-five in decision-making to ensure that all voices are heard and that there is genuine buy-in before initiatives can move forward. As a part of the Success in Sight model, short cycle improvement strategies (SCISs) are implemented. This year we began with a behavior SCIS that had each teacher connect with 10 students who were disengaged. This

		strategy encouraged teachers to build relationships by making contact to learn more about these students and to talk about things not always related to classroom work. Benchmark assessments for these students were used as a baseline. After the 9 week initiative was completed, the next benchmark assessment score was compared for those students in the SCIS and similar students who did not participate in the SCIS. Students participating in the SCIS showed a marked improvement over students who did not participate in the SCIS. This information was shared with all teachers providing a valid reinforcement of the value of building relationships with students. The second SCIS involved using Word Generation to build student vocabulary using an interdisciplinary approach. Students were given 10 vocabulary words that had cross curricular relevance. Teachers completed a pre-assessment of student knowledge about the words. The words were then used in the first 5 minutes of each content area. Students were then assessed at the end of the 9 week SCIS period to determine the impact. The average student proficiency with these words increased by more than 75%. This data was shared with teachers and it allowed everyone to see the power of repetition and providing common vocabulary in different context. As a result, the Transformation Team has agreed to continue using these strategies embedded throughout the next school year. Implementation of the Success in Sight model
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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.	Y	<i>is making a positive impact on the school culture and is improving outcomes for students based on the SCIS and benchmark data collected.</i> The key external partner, McREL, is held accountable by the SIG Project Manager who provides logistical support, observe professional development and meets with the RtI, Transformation and Leadership teams to ensure deliverables and objectives are met. The School Leadership Team is also always looking for the impact of the work that is being completed. The SIG Project Manager, Principal and Transformation team meet monthly with McREL, the sole external partner for this project. The SIG Project Manager, Principal and Transformation Team work to ensure that objectives and deliverables outlined in the partner scope of work are met. The Superintendent and other district leadership are kept abreast of improvement initiatives and provide feedback and support as needed. The Project Manager ensures that McREL provides data to show the impact of all professional development. Surveys are given to teachers at the end of each session. The results from this data is closely reviewed by the School Leadership Team. When issues arise that indicate there is a need to change direction or to make modifications to be more impactful, the Project Manager works with the McREL representative to make the changes needed. Requests for changes are	The SIG Project Manager will continue to provide logistical support, observe professional development and meet with the RtI, Transformation and Leadership teams to ensure deliverables and objectives are met. The SIG Project Manager, Principal and Transformation team will continue to meet monthly with McREL, the sole external partner for this project. The SIG Project Manager, Principal and Transformation Team will work to ensure that objectives and deliverables outlined in the partner scope of work are met. The Superintendent and other district leadership will continue to be kept abreast of improvement initiatives and provide feedback and support as needed. Staff surveys regarding professional development needs and effectiveness will be conducted in September 2015. These responses will be used to guide professional development decisions and compared with 2014 and 2015 data. Teachers will continue to collect data on SCIS. In the peer observation and administrator observation process, demonstration or implementation of instructional strategies will still be looked for and tracked to determine the effectiveness of professional development. McREL will continue to be required to provide
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		communicated to the McREL representative via email or phone. For example: McREL began working with the staff on instructional strategies but it was observed by several members of the School Leadership Team that teachers were having difficulties with scaffolding the modules to support differentiation for level 2 and level 1 students. Teachers were also taking too long with each module, thereby, not sufficiently covering all of the curriculum. This discovery led to an understanding that teachers did not have a clear understanding of the essential standards covered in each module and how to approach the curriculum to ensure that all content was covered and covered at the depth needed to support student proficiency in the standards. Consequently, it was decided by the School Leadership Team that work curriculum work was needed to support teachers in unpacking the EngageNY modules to understand and map the standards to be able to provide effective instruction for students. As a result, ELA and Math teams of teachers were formed and the contract with McREL was modified to encompass curriculum mapping and unit planning with teachers. The SIG Project Manager worked with the McREL representative to organize the logistics needed to get this work completed. The district administrators for Math and ELA also are taking part in the ELA and Math team planning sessions. McREL is held accountable for making sure teams are uploading curriculum maps and unit plans on the district 365 website to be accessible to anyone in the	data from each professional development session. Surveys are given to each teacher at the end of each session. This data will continue to be reviewed by the School Leadership Team and acted upon accordingly. After school enrichment instructors will continue to provide weekly reports about student attendance and progress in their classes. Student academic data will continue to be monitored for these students by their guidance counselors to determine impact. However, 2014-15 data shows that we were unable to enroll enough students to be as impactful as desired. Therefore, while some after school activities will remain, the school day structure will be changing to encompass a required additional 42 minutes each day. In this 42 minutes, students will either receive enrichment or remediation support. In the 2015-16 school year, more students will participate in enrichment activities due to the 0-8 period structure that will provide enrichment activities during 0 period while level 2 students are receiving small group instruction to close knowledge gaps with designated teachers.
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		<i>district.</i>	
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* If the model chosen for this school is a Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the 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.	Y	EXEMPLAR REQUESTED FROM THE STATE The State of New York Department of Education developed EngageNY Modules for each grade level for ELA and Math aligned with the Common Core Standards. The Mount Vernon City School District utilized EngageNY modules for ELA, Math, Social Studies and some Science instruction. After working with teachers this year, it was discovered that a deeper understanding of the standards was needed to facilitate effective instruction and that teachers needed to unpack the modules and make decisions regarding commonalities that are needed to make instruction by grade level more consistent across the district. With McREL, A. B. Davis staff engaged in curriculum mapping and some lesson planning for Modules 1 and 2 in preparation for the 2015-16 school year. Teams of ELA and Math teachers worked together during district professional development days and some Saturdays to unpack Modules 1 & 2, identifying the essential standards that each section	A.B. Davis ELA and Math teachers will begin the 2015-16 with well aligned and planned lessons for the EngageNY Modules. A second group of ELA and Math teachers will convene in November and December to unpack EngageNY Modules 3 and 4.

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.).	Y	addresses. A crosswalk was also created to show teachers where standards are intersecting or being reinforced. McREL Common Core Shifts Check List (See attached)	McREL Common Core Shifts Check List (See attached)
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.	Y	We are currently working to offer enrichment or remediation supports to all 608 students at A.B. Davis MS through a variety of after school programs. All students have the opportunity to meet with teachers for tutorial support 3 days per week 2:15 – 3:15pm. However, these are voluntary sessions and not yielding sufficient participation. It has also been difficult to get exact numbers of participating students from teachers due to inconsistent attendance and some students leaving early to attend after school enrichment activities. 9th Period 3 Days /Week Students (608) 2:15pm-3:15pm Sport and Arts Program (SASF) – 180 • 3 Days /Week • 2:30 - 5:00pm Sport and Arts Program (SASF) – 180 • 3 Days /Week • 2:30 - 5:00pm GEMS	The SIG requires that there be an additional 200 hours per year. The school day structure will change from a 1-9 to a 0-8 configuration to take advantage of the first period. Currently, period 9 tutoring is voluntary resulting in inconsistencies. Using a 0-8 period schedule will require all level 2 students to have an earlier start time which will support participation in remediation/tutorial support at the beginning of the day during 0 period. All other students attending 0 period will participate in enrichment/clubs activities. The first period will be used to support level 2 students with tutorial sessions. All other students will participate in clubs. This will account for 45 minutes of additional student instructional or remediation time totaling 135 additional hours per year. There will also be a continuation of RtI Team interventions that will support Level 1 students needing more intensive pull-out services. All other after school enrichment programs will continue excluding the SIG afterschool program due to those activities now being incorporated into Period 0. This will account for the additional 65

		Wednesday and Thursday 3:20 - 5:30 30 30 Girls Boot Camp Monday and Wednesday 2:30pm- 3:30pm - 35 students Tuesday and Thursday 2:30 - 3:30 - 35 students	hours of support time for each student. Sport and Arts Program (SASF) – 180 3 Days /Week 2:30 - 5:00pm GEMS Wednesday and Thursday 3:20 - 5:30 30 30 Girls Boot Camp - Monday and Wednesday 2:30pm- 3:30pm - 35 students Tuesday and Thursday 2:30 - 3:30 - 35 students	Training is being provided regarding effective PLCs and the consistent use of data to drive decision-making in August with all instructional staff. Training is being provided with the expectation that data will be integrated into more conversations had by both inter-disciplinary teams and PLCs. State summative assessment data item analyses will be provided to each teacher during the August McREL training. This has been purposefully planned to ensure that teachers have time to review and analyze data to allow it to immediately begin impacting instructional decisions. The Transformation Team and Leadership Team will continue reviewing formative quantitative and qualitative data to make decisions and implementing short cycle initiative strategies (SCIS) to make decisions and monitor progress. Inter-disciplinary school teams will continue to engage in common planning time on a weekly
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)*	Y	State summative assessment data received in mid to late August. Teachers independently retrieve item analysis reports from the BOCES data warehouse. This data is used to determine RtI intervention groups and some other supports. The Transformation Team and Leadership Team regularly review formative quantitative and qualitative data to make decisions. This review was seen regularly with the short cycle initiative strategies (SCIS) implemented this year. Inter-disciplinary school teams engage in common planning time on a weekly basis. There October, December, March and May are quarterly benchmark assessments using iReady. Once the testing window is closed. Report are available that show student proficiency and growth towards the set performance target.	hours of support time for each student. Sport and Arts Program (SASF) – 180 3 Days /Week 2:30 - 5:00pm GEMS Wednesday and Thursday 3:20 - 5:30 30 30 Girls Boot Camp - Monday and Wednesday 2:30pm- 3:30pm - 35 students Tuesday and Thursday 2:30 - 3:30 - 35 students	Training is being provided regarding effective PLCs and the consistent use of data to drive decision-making in August with all instructional staff. Training is being provided with the expectation that data will be integrated into more conversations had by both inter-disciplinary teams and PLCs. State summative assessment data item analyses will be provided to each teacher during the August McREL training. This has been purposefully planned to ensure that teachers have time to review and analyze data to allow it to immediately begin impacting instructional decisions. The Transformation Team and Leadership Team will continue reviewing formative quantitative and qualitative data to make decisions and implementing short cycle initiative strategies (SCIS) to make decisions and monitor progress. Inter-disciplinary school teams will continue to engage in common planning time on a weekly

		Data analysis has been identified as an area for development to make the use of data more effective.	basis. There Mid to Late September, November/December, February/March and May are quarterly benchmark assessments using iReady. Once the testing window is closed. Report are available that show student proficiency and growth towards the set performance target.
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.	G	A dedicated RtI Team was developed in the 2014-15 school year. The RtI Team at A.B. Davis MS is comprised of 2 Reading teachers, 1 Math teacher, and two Special Education teachers. This team works with identified level 1 and 2 students to provide ongoing pull-out and push-in resource supports. The Reading teachers have been trained and certified in Wilson and Just Words, these intensive reading recovery programs are being used with Level 1 students in small groups. A.B. Davis staff have received training in the ANDRUS Sanctuary Model for the past two years. ANDRUS represents that it is qualified to provide workshops to parents using "The Nurturing Our Families Program," an evidence-based model and that "Nurturing Parents" was recognized by the National Registry for Evidence-Based Programs and Practices (NREPP), the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse (CSAP); the Office of Juvenile Justice and Delinquency Prevention (OJJDP); and the Child Abuse Prevention Programs (CAPP). The program will also use the Sanctuary® Model an evidence informed model which is a blueprint for clinical and	There will continue to be a dedicated RtI Team at A.B. Davis MS comprised of 2 Reading teachers, 1 Math teacher, and two Special Education teachers. The RtI Team will continue to provide Tier 2 and Tier 3 supports for students scoring Level 1 or low Level 2 in proficiency. These teachers will provide pull out and push in services. Reading teachers have been trained and certified in Wilson and Wilson Just Words to provide Level 1 students needing foundations in reading with more intensive support. Teachers will continue to work to provide Tier 1 instructional supports for all students by working to improve the quality and effectiveness of instruction. Teachers continue to receive professional development in strategies that allow students to use higher order thinking skills and processes to analyze text to increase comprehension and information retention. ANDRUS will continue to provide workshops to both staff and parents using "The Nurturing Our Families Program," an evidence-based model and that "Nurturing Parents" was recognized by the National Registry for

		organizational change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-informed community. This was the first year for a Dean of Discipline. This position works to de-escalate negative behaviors and has worked to significantly reduce the number of student referrals and suspensions. The school has three full-time guidance counselors, a school psychologist and a social worker. The school has a part-time School Nurse position. The Guidance Center of Westchester also has an office on site where students or families can receive counseling services.	Evidence-Based Programs and Practices (NREPP), the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse (CSAP); the Office of Juvenile Justice and Delinquency Prevention (OJJDP); and the Child Abuse Prevention Programs (CAPP). The program will also use the Sanctuary® Model an evidence informed model which is a blueprint for clinical and organizational change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-informed community. The Dean of Discipline position will continue with the goal of further reducing the number of student referrals and suspensions. The school will continue to have three full-time guidance counselors, a school psychologist and a social worker. The district is funding a full-time School Nurse position in all schools in the 2015-16 school year. The Guidance Center of Westchester also has an office on site where students or families can receive counseling services.
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.	G	The school was in Year 1 of Positive Behaviors, Interventions and Supports this year. This coupled with a Dean of Discipline position has greatly improved the school climate and reduced the number of suspensions and referrals. The Transformation Team also began the first	The school will be in Year 2 of PBIS implementation and the goal will be to increase the number of celebrations and rewards for students and the use of behavior SCISs to build better relationships.

		short cycle initiative strategy (SCIS) focusing on building better relationships with students which consequently is positively impacting behaviors. Student referrals and suspensions have also declined for Students with Disabilities using the above noted strategies.		Student, staff and parent satisfaction surveys will be given again in September of 2015 at the first Open House event. This data will be compared to the 2014-15 data to assess progress and areas for development. The school has conducted online satisfaction surveys of students, staff and parents. The feedback from this data will be used to make improvements. The school will continue to increase communication with parents/family by sending more communications home and utilizing a variety of mediums. (Letters, newsletters, robo calls home, and some emails). Regular meetings will be held to bring parents/community into the school to meet with teachers and to discuss student progress. The auditorium will be used to host student performances.
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.	Y	The school has conducted online satisfaction surveys of students, staff and parents. The feedback from this data will be used to make improvements. The school has worked to improve communication with parents/family by sending more communications home and by utilizing a variety of mediums. Letters, newsletters, robo calls home, and some emails. Regular meetings are held to bring parents/community into the school to meet with teachers and to discuss student progress. The auditorium is being renovated to allow more meetings and events to be held in the school to bring parents/family in for more events outside of Open House, and report card pick-up.		
* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.				

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.	G	<i>See "Scope of Work" provided under Design Element outlines the desired outcomes for the McREL partnership.</i> <i>In addition, the curriculum mapping and unit planning was added to the outcomes for the McREL work.</i> <i>Attached please find the MyLearning Plan Professional Development listing for A.B. Davis Staff for 08/01/2014 – 06/22/2015. This report includes both district level and BOCES professional development training provided to staff members. Staff are expected to turnkey training within their professional learning communities and school leadership looks for the implementation of learned strategies during informal walk throughs.</i> District ELA, Math, ELL, Arts and Special Education Administrators provide training sessions and observe classes to provide feedback and supports. <i>All professional development providers provide a survey for participants at the end of each session. McREL and district –level data is available and used; however, BOCES does not share this data.</i>	<i>See "Scope of Work" provided under Design Element outlines the desired outcomes for the McREL partnership.</i> District ELA, Math, ELL, Arts and Special Education Administrators will continue to provide professional development but will work to frontload most of the PD in August to protect instructional time by leaving teachers in the classroom. Administrators will also observe classes and provide feedback and additional supports where needed and possible. <i>Staff members will continue to be allowed to self-selected professional development that they deem relevant and can attend either district level or BOCES training pending the approval of the principal. Reports from MyLearning Plan will be monitored by School Leadership on a monthly basis to look for implementation in classrooms or support areas.</i> <i>All professional development providers provide a survey for participants at the end of each session. McREL and district –level data is available and used; however, BOCES does not share this data.</i>
ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any modifications to the plan as the result of evaluation.	G	McREL provides teachers with a professional development survey at the end of each session. This data is compiled by McREL and submitted monthly to the SIG Project Manager.	McREL will continue to provide teachers with a professional development survey at the end of each session. This data is compiled by McREL and submitted monthly to the SIG Project

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.		The Project Manager then analyzes reports. Teachers also collect data that is submitted to the Project Manager for review and use. The SIG Project Manager observes and evaluates professional development monthly. This position also meets monthly with the Leadership team to assess progress and to plan for next steps and adjustments as needed. Teacher have learned how to conduct peer observations. They utilize the Common Core Shift Checklist and strategy guides provided by McREL to determine implementation levels and to support one another in development. The Principal and Assistant Principal conduct regular formal and informal classroom observations to determine implementation of strategies. District ELA, Math, ELL, Arts and Special Education Administrators will continue to observe classes and provide feedback and supports. Manager. The Project Manager will then analyzes reports. Teachers will continue to collect data that is submitted to the Project Manager for review and use. The SIG Project Manager will observe and evaluate professional development monthly. This position will continue to meet monthly with the Leadership team to assess progress and to plan for next steps and adjustments as needed. Teacher will continue to conduct peer observations and utilize the Common Core Shift Checklist and strategy guides provided by McREL to determine implementation levels and to support one another in development. The Principal and Assistant Principal will conduct regular formal and informal classroom observations to determine implementation of strategies. District ELA, Math, ELL, Arts and Special Education Administrators will continue to observe classes and provide feedback and supports. <i>Staff members will continue to be allowed to self-selected professional development that they deem relevant and can attend either district level or BOCES training pending the approval of the principal. Reports from MyLearning Plan will be monitored by School Leadership on a monthly basis to look for implementation in classrooms or support</i>
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			areas. <i>All professional development providers provide a survey for participants at the end of each session. McREL and district –level data is available and used; however, BOCES does not share this data.</i>
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of key strategies 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.	Y	September 2014 – June 2015 The SIG is entering year one of implementation. McREL International was approved by NYSED under the School Improvement Grant (SIG) to provide professional development to administrators and teachers of at A.B. Davis Middle School. McREL will focus on ELA (Humanities) and Mathematics instruction, Professional Learning Communities (PLCs), leadership and data-driven instruction. A.B. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in ELA and Mathematics by: 1. Using a systematic and systemic continuous improvement process 2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional	July 2015-June of 2016 – Activities will not begin until August 2015 when staff return from summer vacation and begin training with McREL the last week in August. The SIG is entering year two of implementation. McREL International was approved by NYSED under the School Improvement Grant (SIG) to provide professional development to administrators and teachers of at A.B. Davis Middle School. McREL will focus on ELA (Humanities) and Mathematics instruction, Professional Learning Communities (PLCs), leadership and data-driven instruction. A.B. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in ELA and Mathematics by: 1. Using a systematic and systemic continuous improvement process 2. Using research-based practices associated with improving student

		strategies) 3. Using data to set and monitor improvement goals for individual students and the school as a whole 4. Developing and maintaining a purposeful community* 5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement) See "Scope of Work" provided under Design Element Transformation Team training in Success in Sight strategies was provided September 2014-June 2015. Teachers are provided with professional development through McREL and district administrators on a monthly basis. The dedicated RtI team functioned September 2014- June 2015 Leadership is distributed and teams within each grade level have been developed. A clear communication chain is in place and a processes for providing feedback is in place	achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies) 3. Using data to set and monitor improvement goals for individual students and the school as a whole 4. Developing and maintaining a purposeful community* 5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement) See "Scope of Work" provided under Design Element Transformation Team training in Success in Sight strategies was provided August 2015-June 2015. <i>(As noted in the McREL scope of work, training was scheduled to begin in August 2015. However, due to contractual delays, all of the training for 2014-15 had to be embedded throughout the school year. Hence, training in the Success in Sight model occurred through the 2014-15 school year.)</i> Teachers will be provided with professional development through McREL on a monthly basis. All PD from district administrators will be frontloaded in August 2015 The dedicated RtI team will continue to function September 2015- June 2016 Leadership is distributed and teams within
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			each grade level will continue. A clear communication chain is in place and a processes for providing feedback is in place
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.	Y	All quantitative and qualitative data collected is showing improvements. Student attendance is close to meeting the performance target of 95%. Teacher attendance is showing improvements from last year but not yet meeting the performance target set for this year. The staff is also witnessing the district addressing some of the building needs with renovations. This commitment of resources is resurrecting a sense of pride in the building.	We hope to have significant improvements to report from the State summative assessments in ELA, Math and Science. We plan to expand PBIS to create more opportunities to celebrate student academic and behavior achievements. We plan to have an all staff Transformation Review Day to discuss what worked and plans for moving forward. We are also having a retreat for the Transformation Team for planning. These meetings will occur on June 29 and 30.
iii. Identify the leading indicators of success that are examined on no less than a bi-monthly monthly basis. 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.	Y	1. Student Attendance 2. Teacher Attendance 3. Student Referrals 4. Student Suspensions 5. Benchmark Data 6. Short Cycle Initiative Strategies (SCIS) This data is used to develop quarterly progress monitoring for the State. This data is also used in Transformation and Leadership team meetings to monitor transformation progress. Most of this data has been graphed to over a three year period to show the longitudinal changes. All of these indicators show an improvement in student academic performance and behavior. Benchmark data shows student growth exceeding the district set performance targets.	1. Student Attendance 2. Teacher Attendance 3. Student Referrals 4. Student Suspensions 5. Benchmark Data 6. Short Cycle Initiative Strategies (SCIS) This data will be used to develop quarterly progress monitoring for the State. This data will continue to be used in Transformation and Leadership team meetings to monitor transformation progress

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/N/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.	Y	Due to late announcement of the 2014-15 SIG and the late award, we were unable to conduct the originally planned August training. Consequently, we embedded the training throughout the school year to cover the initial Success in Sight (SiS) content. <i>The award letter from the State Turn Around Office was received by our district on June 19th. However, funding was not made available until an issue with our MWBE status was cleared up at the end of October of 2015. Please note correspond between Moscinski, Karabas, Hamilton, Ward and Whitham on October 27th when the issue was still being cleared up.</i> We also lost two of the original three external partners. The McREL contract was expanded to cover all the curriculum areas and it has been successful thus far. We had anticipated spending more money on the after school program that we planned for 50 students but never exceeded 35. Therefore, this staffing money was used to cover the cost of the curriculum mapping overtime for teachers. The math department is changing substantially with more than 75% of the staff being moved from A.B. Davis MS. Data shows that math is a weakness and one of the highest priorities for improvement. The general fund budget was approved providing additional staff for RtI supports for A.B. Davis but a math specialist position was denied. The School Leadership Team deemed this a critical position in light of the magnitude of change and depth of need. This position will be covered by SIG funding and will be integral to the math department development. This position will be providing one on one coaching and the demonstration of strategies in classrooms for teachers. This position will also be responsible for monitoring the math data and providing supports based upon the identified areas of need. This position will be a part of the School Leadership Team. The budget narrative should read \$29,250 for the SIG Project Manager to mirror the total found on the FS-10.
Additionally, under separate attachment, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget		

items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.						
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year
	Per 1	Per 2	Per 3	Per 4		
Student Attendance	95%	95.90	95.15	92.58	G	Student attendance averages have been higher in the 2014-15 school year than in the previous 3 years. While averages declined in the winter months, the overall average is on the cusp of the target for this indicator. <i>Dr. Circello, Administrator for ELL, provides resources and supports for the ELL student population. Saturday academies have been held throughout the school year to support language acquisition for both ELL students and parents. The Caribbean population is 40% of our ELL population. Specific data on subgroup information on ELLs is not yet collected by our technology department. Consequently all ELL data by school or grade is clustered together.</i> <i>We have to work with technology to get ELL data disaggregated to show Caribbean students as a subgroup. This is not yet possible.</i>
Teacher Attendance	0	92.38	93.02	87.67	Y	The district will work with the school leadership to transfer teachers who are requesting a transfer and recruit highly-qualified math teachers to strengthen the math department. <i>The strategy for hiring new math teachers</i>

Continuation Plan for 2015-16 School Year

Increasing PBIS celebrations and rewards to encourage positive behavior and improved academic performance.

Plan to disaggregate ELL data to provide Caribbean student performance tracking.

							<i>will involve first having the HR department review math applications to identify the most qualified candidates. Then a compact committee comprised of seasoned school and district level administrators including some members of the School Leadership Team will select highly qualified candidates that fit within the new A.B. Davis school culture of high expectations.</i>
Office Discipline Referrals	0	0	4	3.33	G	The number of office referrals has declined considerably. The hiring of a Dean of Discipline has greatly improved student behavior and the ability to quickly de-escalated situations. <i>As indicated in the April Progress Monitoring Report the ODRs for the last week Mar 23-27 have gone down to “0” and have been “0” in weeks prior to that date.</i> <i>Repeat offenders that been addressed through the behavior SCIS. The Dean of Discipline made sure that each of the repeat offenders was assigned to a teacher during the behavior SCIS. The behaviors of the identified students were positively impacted. As a result, the number of ODRs have dropped off significantly.</i>	The district will continue to support the Dean of Discipline position. The Leadership Team will provide additional PBIS training for staff members. Teachers will utilize more engaging instructional strategies to increase levels of participation. Teachers will develop classroom environments conducive to small group instruction, collaboration and differentiated lessons. The strategy for building relationships with disengaged students will continue.
Extended Learning Time	570	608	608	608	Y	All students have the opportunity to meet with teachers for tutorial support 3 days per week 2:15 – 3:15pm. However, these are voluntary sessions and not yielding sufficient participation. It has also been difficult to get exact numbers of participating students from teachers due to inconsistent attendance and some students leaving early to attend after school enrichment activities.	The school day structure will change from a 1-9 to a 0-8 configuration to take advantage of the first period. The first period will be used to support level 2 students with tutorial sessions. All other students will participate in clubs. This will account for 45 minutes of additional student instructional or remediation time totaling 135 additional hours per year. There will also be a continuation of RtI Team interventions that

						<i>"608" is used as the number in periods 2-4 because extended learning time is made available to all of these students but is not required. Period 9 is optional and teachers are not required to take roll during this period. As a result of the inconsistency, it was decided to change the structure of the school day to encompass time that identified students are "required" to attend classes for remediation and support to close knowledge gaps.</i>	will support Level 1 students needing more intensive pull-out services. All other after school enrichment programs will continue excluding the SIG afterschool program due to those activities now being incorporated into Period 0. This will account for the additional 65 hours of support time for each student.
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