

CONTINUATION PLAN

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

School:	School 2	District:	Troy City School District
BEDS Code:	491700010002	District Contact:	Juli Currey
Enrollment:	372	SIG Model:	Transformation
Grades Served:	Pre K – 5	Cohort:	4

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.	Green	<i>The Superintendent and Assistant Superintendent for Curriculum and Instruction directly supervised the leadership and support of the School 2 transformational efforts. The SIM team monitored the implementation of the grant and school improvement efforts. The SIM team met at least monthly with the superintendent and Assistant Superintendent for Curriculum and Instruction. District office, the SIM team and School 2 leaders meet formally five times as well as informally during the year. During these meetings, after</i>	<i>The Assistant Superintendent for Curriculum and Instruction and the Superintendent will support the new School 2 principal. Additionally, the 2014-15 principal will be hired to provide 60 days of mentoring to the new principal. Central office and the SIM will meet regularly as a group to ensure compliance of the grant guidelines and goals.</i>

		<i>all progress reports and conference calls with the STO, conversations were focused around planning for year three and beyond. Planning and changes were referenced during conference calls with the STO and Troy leadership.</i>	
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.	<i>Green</i>	<i>The School Improvement Team met with the School 2 principal and principal assistant at least two times each month as well as many informal meetings. The meetings were used to provide support, ensure the goals of the SIG were being addressed, discuss students, teacher practices and professional development. The Superintendent and Assistant Superintendent for Curriculum and Instruction met regularly with the SIM team to discuss and report on School 2. Additionally School 2 leaders, district leaders and the SIM team met formally four times to discuss the implementation of the SIG, successes, concerns, staffing etc.</i>	<i>The district leadership and SIM will continue to support and meet with the building leaders as needed and during scheduled monthly meetings.</i>

Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*	<i>Green</i>	<i>The district partnered with the Commission on Economic Opportunity, Dr. Tiffany Powell, Brian Mendler and Bank Street</i> <i>Commission Economic Opportunity (CEO) – is a not for profit community agency with a focus on education, skill building, and connecting people to resources they need. CEO contracted with the district to employ a full time Mental Health Counselor that serves School 2 fulltime. CEO has also provided staffing to extend the</i>	<i>Commission Economic Opportunity (CEO) – CEO will provide staffing to extend the day for the Universal Pre K program. Due to the turnover in Mental Health Counselors hired by CEO for School 2, the district has decided to hire the Mental Health Counselor.</i> <i>Dr. Tiffany Powell – will continue to provide professional development on cultural responsiveness</i>

		<p>day for the Universal Pre K program.</p> <p>Dr. Tiffany Powell – provided whole group and embedded professional development on cultural responsiveness</p> <p>Brian Mendler – provided embedded professional development on student behavior and student- teacher relationships</p> <p>Bank Street – professional development provided for the instructional coaches. The focus was around providing feedback to students.</p>	<p>Brian Mendler – will continue to provide embedded professional development on student behavior and student- teacher relationships</p> <p>The Efficacy Institute - will work with the School 2 leadership team and all teachers on the Self-Directed Improvement System. They will provide curriculum to be taught to students on the “Get Smart” mindset.</p> <p>Bank Street will continue to work with the School 2 leader and teacher leaders on a smaller scale but will be funded through other sources.</p>
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>	<p>Green</p>	<p>The School 2 leaders and SIM team has regular conversations with the partners to review data and areas of concern. The partners attend quarterly Core Management meetings as well as any other meetings that are necessary. There is regular contact with the CEO supervisors of the Mental Health Counselor and Pre K program</p>	<p>The School 2 leaders and the SIM will work with the partners to develop outcomes for the 2015-16 school year as well as a method to evaluate progress towards achieving outcomes. Meetings with all partners will continue. The meetings will allow for conversation and evaluation around the School 2 vision and SIG goals. A professional development survey will be administered to all staff to evaluate the services provided by the partners. All partners will establish a target goal that supports the schools’ vision and will be evaluated and monitored throughout the year.</p>

* 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.

<p>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:</p>			
Design Element	Status	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year

	(R/Y/G)		
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.	Green	<p><i>School 2 is currently using Scott Foresman’s Reading Street for the K-5 reading ELA curriculum. It is a research-based literacy program with a scope and sequence aligned to the Common Core State Standards. Reading skill and strategy instruction is explicit, based on assessed needs and systematically designed to lead students to reading independence. The school and district also use Go Math for the K-5 math curriculum. It is intended for students to develop a deeper understanding of the mathematical concepts.</i></p> <p><i>School 2 has also implemented the Scholastic Traits writing program, a research based writing program. Teachers have been trained and materials have been provided for all grade levels.</i></p>	<p><i>School 2 will continue with the Reading Street and Go Math programs. The extended day will consist of extending the school day by 1 hour for all students. The 1 hour extension will be Monday – Friday and the school day will run 7:30 a.m. – 3:00 p.m. Additionally, an after school program will be implemented 3 days a week for 1 ½ hours each day (3:00 p.m. – 4:30p.m.). During the after school program Project Based Learning, STEM, and Odyssey of the Mind activities will take place.</i></p>
ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).	Green	<p><i>The instructional strategies are designed to specifically address the 6 instructional shifts for ELA and for math.</i></p> <p><i>School 2 has extended ELA by an additional 30 minute block as compared to the rest of the district. They currently have a 90 minute literacy block and a 60 minute intervention block for ELA. Students are exposed to various culturally responsive texts, equal distribution of fiction and non-fiction. Whole group instruction takes place as well as guided and small group and independent practice.</i></p> <p><i>School 2 currently has a 60 minute math block and a 30 minute math intervention block which is an additional 30 minutes in math compared to the rest of the district. During math there is a concentration on mini lessons and students practicing for concepts that are prioritized in the Common Core State Standards.</i></p>	<p><i>School 2 will continue to address core shifts. This will be done through the active implementation of explicit teaching strategies (i.e., concise language, sequence, modeling, etc.).</i></p> <p><i>School 2’s day will continue to be extended allowing for ample direct instruction as well as intervention support. Intervention has and will continue to target specific bands and/or individual learners as to appropriately meet, challenge and sustain academic proficiency. Both formal and informal progress monitoring will occur regularly.</i></p> <p><i>Teachers will be engage in thoughtful, collaborative conversations regarding specific achievement deficits and strengths and develop strategies to improve or sustain said areas. Additionally, teachers will provide child-centered, developmentally appropriate</i></p>

		<i>Progress monitoring takes place on a regular basis to determine levels and make adjustment to supports for students.</i>	<i>feedback to students to encourage student reflection and ownership.</i>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>	<i>Green</i>	<p><i>School 2 academic day runs 7:30-4:00 Monday through Thursday and 7:30-2:05 on Friday. Students are dismissed early on Friday to allow teachers and staff to attend professional development, plan and collaborate with grade levels vertically and horizontally during this time. It also allows time for committees to meet as well as the building leader to work closely with teachers, staff and grade levels.</i></p>	<p><i>The Troy City School District elementary school day typically runs 7:30-2:05. School 2 begins at 7:30 as the rest of the schools but will extend the learning time until 3:00. This additional time, will allow teachers to provide math intervention, teach an integrated science and social studies lesson or complete a Project P.R.O.M.I.S.E. (character ed.) lesson. School 2 will continue its Project P.R.O.M.I.S.E program (Saturday mornings and Thursday evenings) to holistically support parents, students and the community.</i></p>
<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>		<p><i>School 2 continued to work with Questar III BOCES to support teachers with data driven inquiry. Teachers meet weekly as grade level teams to discuss student data and to develop plans to drive instruction. There were 3 Core Instructional Meetings led by the Rtl Coordinator.</i></p>	<p><i>School 2 will continue to work with Questar III BOCES to support teachers with data driven inquiry. This is a district initiative. Questar III provides professional development to all district teachers. This is supported through district funds.</i></p> <p><i>Teachers will meet weekly, as grade level teams, to discuss student data and to develop data driven action plans and/ or to develop strategies. Classroom teachers will meet with Reading, SPED and other Service Providers to collaboratively discuss practices that can be consistently applied to individual or groups of students. These meetings will occur every 6 to 8 weeks. This timeline (6-8 weeks) is specifically for meetings with service providers. Meetings among grade level teachers will happen weekly. Due to limited sub. coverage and the interference to intervention instruction these meetings cannot occur more frequently.</i></p>

			<p><i>Core Instructional Meetings, designed to allow teachers to discuss targeted instructional practices/strategies will be facilitated by the building principal each trimester. These meetings happen across district not just at School 2 facilitated primarily by the district RtI Coordinator therefore it would be difficult for these meetings to occur more often.</i></p> <p><i>The instructional strategies discussed will be data driven- meaning these will be strategies based on the skill strengths and deficits presented in the data.</i></p>
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>	<p><i>Green</i></p>	<p><i>Through the SIG School 2 has a full time Mental Health Counselor (MHC). The district contracted with CEO to hire this position. The MHC provided services to students in both individual and group settings. There was turnover of this position during the 2014-15 school year.</i></p> <p><i>Rensselaer County Mental Health has a satellite office located at School 2.</i></p> <p><i>Academically, students are supported through guided reading, 60 min. reading intervention and 30 min. math intervention. These supports are provided daily.</i></p>	<p><i>During the 2015-16 school year the position of Mental Health Counselor will continue to be funded through the SIG. However, the position will be hired through the district and not contracted through CEO due to consistent turnover of staffing for this position.</i></p> <p><i>School 2 has also received a Community Schools Grant which adds additional supports for students and families. A full time Community Schools Facilitator and Family Advocate are funded through the Community Schools Grant.</i></p> <p><i>The County Mental Health satellite will continue in 2015-16.</i></p> <p><i>A Student Support Team will meet weekly to discuss the social-emotional needs of individual or groups of students.</i></p> <p><i>The academic supports provided 2014-15 will continue for the 2015-16 school year. An after-school program will be offered three days a week; all students are welcomed to attend. The afterschool program will be literacy and STEM based.</i></p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's</p>		<p><i>In an effort to support and manage student behaviors a Principals' Assistant was</i></p>	<p><i>The Principals' Assistant will remain at School 2 for the 2015-16 school year. The "Ready to</i></p>

<p>approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p><i>transferred into the building. In addition a "Ready to Learn" classroom was established as to provide students with a, short-term, opportunity to re-focus their behavior and help transition back into the classroom. No established referral process or expectations were set for the room. School 2's Special Education Coach has assisted both general education and special education teachers, as well as administration with appropriately addressing students with special needs. Behavioral referrals were monitored electronically. This helped to more efficiently track behavioral referrals and its location/class. Additionally, it helped to pinpoint the frequency of referrals which allowed for some targeted support.</i></p>	<p><i>Learn" classroom will continue as well, however practices/rules will be established in writing and will be articulated to entire school community. School 2 will employ a full time student support specialist who will provide more extensive behavioral and academic support. This person will directly assist the principal assistant.</i></p> <p><i>Electronic monitoring of referrals will continue in 2015-16 to utilize student support resources appropriately and to proactively address classroom management concerns.</i></p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>	<p><i>Green</i></p> <p><i>School 2 continued to implement P.R.O.M.I.S.E events. The events are held on Thursday evenings and Saturdays. Thursday evening events are centered around a Potluck dinner. Each event is focused on the themes of the P.R.O.M.I.S.E. program. In addition to P.R.O.M.I.S.E. events other parent and family activities took place. Some of these include Coffee and Conversation with the principal, Take your Dad to School, Literacy Night and Black History Celebration.</i></p>	<p><i>School 2 will continue to hold P.R.O.M.I.S.E events. The Home School Coordinator, Communications Specialist and Student and Family Outreach Coordinator (contracted through CEO) will play a large role in organizing these events.</i></p>

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

The data demonstrates there has been minimal growth; which indicates large numbers of students not achieving at proficiency. During the 2014-15 school year the data was primarily used to establish groups and instructional plans for intervention.

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
<p>i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>		<p><i>Dr. Tiffany Powell – provided whole group and embedded professional development on cultural responsiveness</i></p> <p><i>Brian Mendler – provided embedded professional development on student behavior and student- teacher relationships</i></p> <p><i>Bank Street – professional development provided for the instructional coaches. The focus was around providing feedback to students.</i></p> <p><i>Questar III BOCES-embedded professional development for all teachers focused around math and ELA standards and assessments</i></p> <p><i>Instructional Coaches-provided targeted grade level instructional support</i></p>	<p><i>Dr. Tiffany Powell – will provide embedded professional development on cultural responsiveness. School 2 primarily serves impoverished students of color and most of the teaching staff is Caucasian and of a middle class, suburban backgrounds. Therefore, in an effort to build trusting, meaningful, and empathetic relationships, it's imperative to continue said work.</i></p> <p><i>Brian Mendler – provide embedded professional development on managing student behavior and developing healthy student- teacher relationships.</i></p> <p><i>Curriculum Coach-embedded curriculum and instructional support for all teachers. As part of the original SIG plan and sustainability the grade level coaches have been reduced to one in year three. Three of the seven coaches will remain as classroom teachers at School 2.</i></p> <p><i>Dr. Maxine Fantroy-Ford- provide leadership support and mentoring to the building principal, and instructional feedback for teachers.</i></p> <p><i>The Efficacy Institute - will work with the School 2 leadership team and all teachers on the Self-Directed Improvement System. They will provide training and curriculum to be taught to students on the “Work Hard Get Smart”, (based on Carol Dweck’s growth mindset work) mindset.</i></p>
<p>ii. Describe the schedule and plan for regularly</p>	<p><i>Green</i></p>	<p><i>The Grade Level Coaches and SIM team</i></p>	<p><i>Meetings will continue to be held to discuss the</i></p>

	<p><i>Green</i></p> <p><i>Recruitment of High Quality Leader - School 2 is led by a seasoned leader with successful turnaround experience. The principal has been critically evaluating and supporting teacher instruction and student learning. School 2 also has a principal assistant who assists with the principal with student discipline, scheduling, parent engagement, etc. Both the principal and principal assistant are working with the School Leadership Team to improve school climate.</i></p> <p><i>Yellow</i></p> <p><i>Character Development Program- The character education program, Project P.R.O.M.I.S.E. continued to be implemented. It was incorporated into classrooms, assemblies and the Thursday and Saturday workshops.</i></p>	<p><i>program will be implemented 3 days a week from 3:00 -4:30. All School 2 students will be given the opportunity to attend the after school program.</i></p> <p><i>Recruitment of High Quality Leader – the district’s current Rtl Coordinator will be transitioning into the role of building principal. The 2014-15 principal will be hired to mentor and work closely mentoring the new principal as she transitions into the role. The new principal has worked closely with School 2 through her role on the SIM team (for the past two years).</i></p> <p><i>Character Program-The Project P.R.O.M.I.S.E. character education program will continue through year 3. The Family Outreach Coordinator will lead the implementation of the program. School 2 would like to see it embedded in all school wide academic and behavior practices.</i></p>	
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<p><i>Green</i></p>	<ul style="list-style-type: none"> - Recruitment of a highly effective leader -Professional development -Character Education (Project P.R.O.M.I.S.E.) -Family Events -School culture and climate -Grade Level Coaches -Community Perception 	<ul style="list-style-type: none"> -Recruitment of highly effective leader -Professional development -Character Education (Project P.R.O.M.I.S.E.) -Family Events -School culture and climate -Student Achievement -After school program -Rigorous instruction -Instruction and technology integration
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u></p>	<p><i>Green</i></p>	<p><i>The recruitment and monitoring of leadership was led by the Assistant Superintendent and</i></p>	<p><i>School 2 leadership will continue to be monitored and evaluated by the Assistant</i></p>

<p>Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	<p><i>Superintendent. High quality professional development continued during year 2. Student Achievement data was collected and analyzed. Teachers continued to work with Questar III BOCES and district administration on using data to inform instruction. Parent engagement- was monitored by the Home School Coordinator and Communications Specialist. Activities were planned based on the needs of parents and families. Attendance was tracked at all events and meetings.</i></p>	<p><i>Superintendent and Superintendent. School 2 will also undergo a DTSDE review. Student achievement and teacher practice will be monitored by the Efficacy Institute Model (data, feedback, strategy) and Danielson 2013 rubric. Attendance (teacher and student), behavioral, culture and climate, parent engagement and academic data (ELA and math) will be collected and analyzed. This data will serve as guide to sustain or improve practice. Data will be shared with all faculty; however the School Leadership Team (SLT) will review an plan for in a more extensive manner.</i></p>
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<p>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.</p>		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
<p>Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.</p>	<p><i>Green</i></p>	<p>The year 2 budget was designed around implementing the key focus of the SIG which include: -Increasing Learning Time for all students: faculty and staff were paid stipends to extend the school day -Instructional and Student support: hiring of 7 grade level coaches, Mental Health Counselor and Home School Coordinator -Professional Development: outside consultants provided professional development on culturally competence and student behavior and relationships, and the coaching model</p>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.</p>		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	94.2%	92.1%	88%	90.1%	Yellow	<i>Student attendance is an area we continued to look into and work towards improving during the 2014-15 school year. Student attendance awards were given out and the Community Schools Team took an active role in looking into attendance concerns.</i>	<i>Student attendance will continue to be a focus for the 2015-16 school year. The Community Schools Team and School 2 counselor will continue to monitor and provide supports to help families improve student attendance. Additionally supports, through established 2014-15 partners, will assist families with transportation and other immediate needs.</i>
Teacher Attendance	97.3%	93.5%	92.8%	91.3%	Yellow	<i>The average teacher attendance for the 2014-15 was 93.7% which is slightly below the target of 94%. The SIM team and leadership met with the teachers to discuss attendance data. The district also sends out letters to staff that have had 10 or more absences.</i>	<i>School 2 will continue to work on the culture and climate of the building through the initiatives put forth by the current principal assistant and new principal. Meetings with the leadership will also take place to discuss teacher attendance. A clear vision around shared ownership will be developed, in collaboration with the faculty, to identify the importance of being at school daily to support the needs of learners.</i>
Office Discipline Referrals	7.6/week	12.3/week	11.7/week	12.1/week	Yellow	<i>Discipline referrals are still slightly above the target (10/week) for the 2014-15 school year. However, this was a great improvement from 2013-14 school year with the average of 17 referrals per week. The addition of a principal assistant and the new leadership can be attributed to the</i>	<i>The principal and principal assistant with the support of the newly hired student support specialist who will be working with students on improving behavior and setting expectations throughout the school year.</i>

						<i>decrease in referrals. New practices, procedures and expectations have been put into place.</i>	
Extended Learning Time	94.2%	92.1%	88%	90.1%	Yellow	<i>The school was extended by two hours Monday – Thursday for students and teachers. Friday the teacher’s day was extended for professional development and meetings. After observations, conversations and looking at behavioral referrals the additional two hours is too long and needs to be adjusted.</i>	<i>The Extended Learning Time will be adjusted for the 2015-16 school year. The school day will run Monday-Friday 7:30-3:00, one hour longer than the other elementary buildings. School 2 will also offer an after school program 3 days a week from 3:00-4:30.</i>