PHASE II
'M&A'

Date: March 27, 2020
School: IEYMS

Embracing Diversity, Driving Success

New Rochelle City School District

Phase I
Data Acquisition - Phase I Highlights

- Use of multiple forms of data to plan for instruction, programs, and services
- Assessment/inquiry cycles
- Multiple opportunities for teachers and support staff to examine data and make decisions
- Curriculum alignment: Vertical and horizontal
- Revisit assessment tools
- Develop profile of middle school learner
- Data teams: Academic, social-emotional, and behavioral
- Revisit criteria for acceleration and examine pathways and access: Who is sitting in the seat? How do we diversify accelerated programs?
- Consider the impact of food anxiety on school achievement
- Role and need for data warehouse

Phase I
Data Acquisition - Phase I Highlights

How can your school team engage in conversations around your Phase I presentation on a building level with teachers and parents?	• School teams can engage in targeted conversations through weekly and monthly cluster, grade level, departmental, faculty meetings, coffee conversations, lunch learning groups, PLC's • Host an end of year Edcamp on Phase 1 data to set goals, develop systems, and drive focus for next year. • Parents can engage in PARCOT meetings, PTA meetings, parent conferences, and our Parent Academy.
How can your school team harness that feedback and share it with Central Administration before June 30th?	• Planning strategic conversations and meeting times will ensure that all staff have participated in a learning series and engaged in a collaborative discussion related to IEY school data. Staff can pose questions and concerns that can be discussed before the next school year. The creation of a School Improvement Team including administration, teacher leaders and other stakeholders would plan for solutions and set goals for the following year.

Phase I
Data Acquisition - Phase I Highlights

How can your school team get your school community excited about the innovative interactive survey that the District will initiate across the district? How will you get the most engagement on the platform?

- The school team could stress the importance of community voice and how participating will ensure that their views are heard
- Text messages
- Instagram postings
- Signs posted in the community (churches, local businesses, Boys and Girls Club)
- Meet parents at community sites to assist with completing the survey
- Robo call and email reminders
- Use the website to encourage participation
- Provide staff with faculty meeting time to complete the survey
- Ask parents to complete the survey when they visit for parent conferences, meetings, etc.
- Offer a day where parents can come into the school and utilize the computer lab to complete the survey
- Offer translation services and assistance with completing the survey
- Sponsor classroom participation competitions

Phase II SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students.

What does a data warehouse need to be able to offer school leadership to ensure that it is a tool used to drive learning and achievement
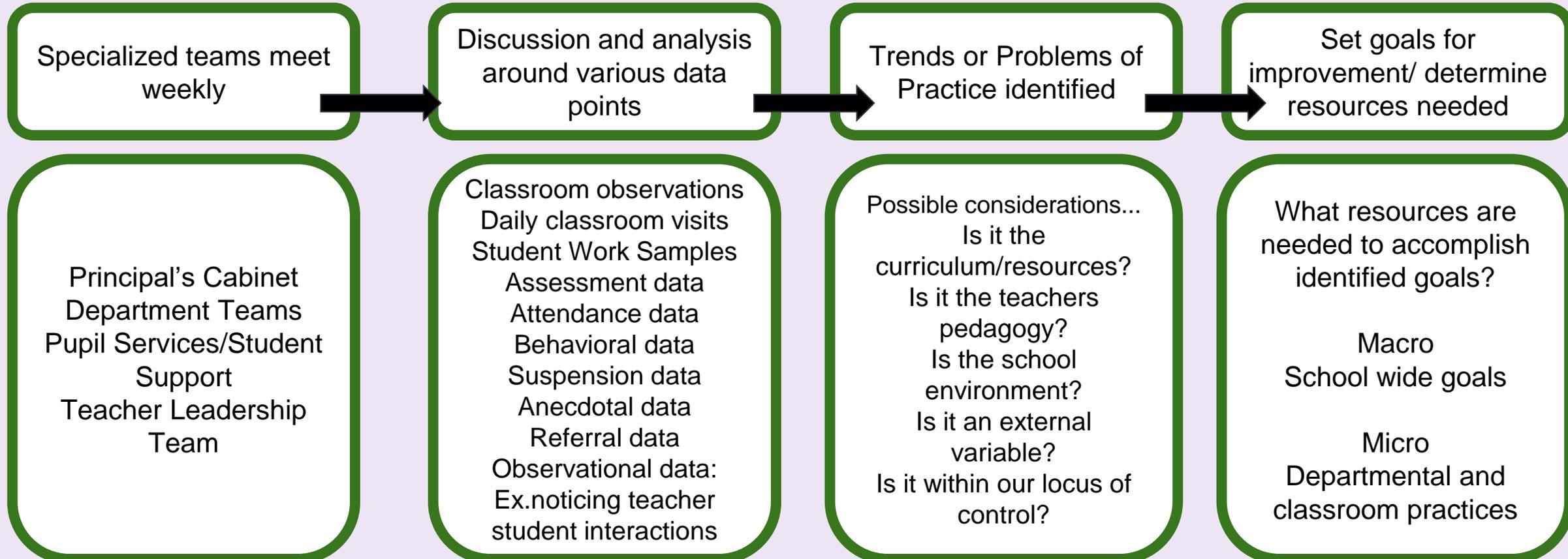
Data Warehouse System must be able to:

- link EOY data during transition years 5th to 6th, 8th to 9th (NYS exams, reading levels, AIS, cohort performance, etc) prior to entry into receiving school to assist in programming and resource allocation decisions as part of a larger transition plan
- provide a historical picture of all students linking student data K-12
- track and identify trends by demographic, cohorts, subgroups, etc.
- allow for research based thresholds tied to risk factors and early warning failure indicators (attendance, grades, behaviors)
- quickly and easily generate reports needed for local, state, and federal requirements
- eliminate the need for spreadsheets and paper piles
- analyze large data sets
- integrate data from other systems such as Eschools, IEP direct, and ReThink

Phase II SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students.
2019/2020 District Goal: Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers (Phase II): How do you set goals at the school?

Specialized teams meet weekly	→	Discussion and analysis around various data points	→	Trends or Problems of Practice identified	→	Set goals for improvement/ determine resources needed

| Principal's Cabinet
Department Teams
Pupil Services/Student Support
Teacher Leadership Team | Classroom observations
Daily classroom visits
Student Work Samples
Assessment data
Attendance data
Behavioral data
Suspension data
Anecdotal data
Referral data
Observational data:
Ex.noticing teacher student interactions | Possible considerations...
Is it the curriculum/resources?
Is it the teachers pedagogy?
Is the school environment?
Is it an external variable?
Is it within our locus of control? | What resources are needed to accomplish identified goals?

Macro
School wide goals

Micro
Departmental and classroom practices |

Phase II SMART GOALS

2019/2020 District Goal: Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers (Phase II):

How is this supported by professional development?

A large part of establishing goals is determining what skills, dispositions, knowledge, and resources are needed to accomplish the goal. Professional development is a crucial component to building new knowledge, reinforcing best practices, reshaping current practices, and building a shared understanding of practice. Meaningful PD can be achieved in a variety of ways including bringing in outside consultants, book study, PLC's, attendance at professional conferences, utilizing in-house or district experts, article analysis, participation in webinars, coaching, peer mentoring, and shadowing/inter-classroom visitation experiences

How is professional development monitored?

Professional development is monitored through classroom walk-throughs focused on observing specific elements of professional practice, coaching and feedback, changes in student work/performance, changes in targeted behaviors, gains/growth in specific indicators, gains among cohort groups, assessment to determine if professional development yielded intended outcomes

Phase II SMART GOALS
Specific Example of Goal Monitoring Cycle: Writing as a gap closing strategy

1. Plan: Instructional plan developed based on the standards and curriculum. Plan includes administration of a pre-assessment. Data drives the focus of instructional groups and strategies. Embedded PD

1. Act: Using a variety of teaching strategies, teachers in grade 6 provide explicit instruction in writing arguments to support claims in an analysis of substantive topics or texts.

1. Assess: On demand writing task administered as a checkpoint. Score the checkpoint assessment.

1. Report Findings: Use a writing analysis protocol to examine checkpoint task using *Look Fors* developed with the literacy consultant. *Look Fors could include* content, command of evidence, coherence, organization, style, and control of conventions, NYS 6-8 writing rubric aligned. Identify common errors and gaps in understanding of the writing process, group scores by cohort, compare scores within class and across grade. Discuss findings with team.

1. Recalibrate: Revisit and tweak the instructional plans from step 1. Instructional groups are adjusted, next steps identified with team, department chair, and consultant. Continue the cycle of teaching. PD continues through in-class coaching, collegial intervision, or observation and feedback. Continuous share out with principal.

Phase II SMART GOALS
Specific Example of Goal Monitoring Cycle: Attendance

1. Plan: Continue to implement Tier 1 strategies that support school attendance. Weekly data reports are reviewed: Who is absent? How often? Parental contact made? Where are they in the development of Student Attendance Plan? Have they received Tier 1 interventions? Hypothesize or confirm reasons for chronic attendance. Plan for next steps

1. Act: Depending upon the level of intervention, actions could include reteaching of attendance expectations, activation of the Student Attendance Plan, revisit the existing SAP or morning wake-up calls. Contact parent via letter, telephone, email, or conference.

1. Assess: Administer appropriate component of the Student Assistance Plan assessment

1. Report Findings: Present data at Child Study Team meeting, determine interventions, determine the school needs of the child. *This year we focused on trauma informed schools PD as a means to highlight the impact of trauma and the implications for student behaviors such as school avoidance.*

1. Recalibrate: Revisit the data in a determined amount of time, adjust the plan

Phase II SMART GOALS
Specific Example of Goal Monitoring Cycle: Increase Algebraic Thinking

1. Plan: 7th grade teachers revisite the curriculum to ensure the standards which anchor the Algebra high school standards were explicitly taught, assessed, and embedded throughout middle school instruction

1. Act: Teachers provided explicit instruction using a variety of methodologies and math models.

1. Assess: Administer common formative assessment, each teacher enters their data into a Google spreadsheet, complete item analysis, identify trends, look for common misconceptions and simple errors

1. Report Findings: 7th grade math teachers meet to share and compare assessment data. Teachers identify lack of resources to address the instructional needs in grade 7 to enhance the teaching of algebraic concepts as a need. Professional development included training in use of ALEKS, inquiry based activities, and Engage New York modules. The primary method of PD delivery was guided academic conversations grounded in Ted Talks, Podcasts, and academic readings during grade level meeting.

1. Recalibrate: Examine practices, adjust instructional plan, develop next course of action

Phase II SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

2019/2020 District Goal:
Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students.

What do you believe would help close the gap for ELLs in your school?
- Curriculum – Please identify any needs or gaps in the curriculum. What additional resources would be helpful?

  - Shift in Thinking: ENL is an instructional service not a curriculum
  - Consistency in curriculum implementation aligned to the NYS Next Generation standards
  - Appropriate scaffolds aligned to the Next Generation
  - Effective tool specifically designed to monitor fluency, comprehension, listening, and speaking
  - Inclusion of ENL teachers in literacy PD (in-progress)
  - Targeted focus/interventions for long-term ELLs
  - Instructional resources and services for Student with Interrupted Formal Education (SIFE)

Phase II SMART GOALS

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2019/2020 District Goal:
Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students.

What do you believe would help close the gap for ELLs in your school?
- Engagement – How can we better support students' interests?

  - Enhance cultural competence of all staff
  - Affirm the experiences and knowledge of students
  - Provide support to assist new arrivals with transitioning to a new country
  - Provide translators for every student who is learning English
  - Plan events and assign students to mentors and friendship groups that will help them integrate into the school community
  - Connect students with supporting adult that includes weekly or monthly check-ins

Phase II SMART GOALS

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2019/2020 District Goal:
Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students.

What do you believe would help close the gap for ELLs in your school?
- School/Home Partnership – How can we better engage and support families?

    ○ Maintain a welcoming environment
    ○ Host parent meetings for new arrivals to assist in navigating the school system
    ○ Conduct parent education classes in convenient locations focusing on topics they want to learn more about
    ○ Conduct frequent check-ins with new families and struggling families
    ○ Consistent home communication via multiple formats (email, text, letters, etc.)
    ○ Survey ENL parents to identify what school supports would benefit their child

Phase II SMART GOALS

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2019/2020 District Goal:
Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students.

What do you believe would help close the gap for ELLs in your school?
- **SIFE – Are students impacted by an interrupted formal education?**
  - Yes
- **SEL – What additional Social Emotional Learning, culturally relevant practices or restorative practices would be useful to support students' outcomes?**

  - Provide extended learning opportunities to students
  - Provide counseling services to students impacted by trauma
  - Restorative conferences in home language, whenever possible to remove language barriers
  - Connection to outside agencies specializing in immigration, new arrivals, and transition to a new country

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Review and align the code of conduct and the implementation of the measures of discipline to decrease disproportionate suspensions for students of color.

- **What supports has your school team received through professional development or central administration to help address issues of disproportionality?**

  - Equity: NYU Tac-D 2017-2019
  - Disproportionality: NYU Tac D 2017-2019
  - Restorative Practices: Community Matters 2018-2020 40 staff members
  - ReThink/Social Emotional Learning Curriculum: ReThink consultant 2018-2020
  - Response to Intervention: Jim Wright
  - CPI Training: On going: Special education teachers, clinicians, administrators
  - Trauma Informed Care: One session Fall of 2019, all staff

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Review and align the code of conduct and the implementation of the measures of discipline to decrease disproportionate suspensions for students of color.

- **What practices have helped to reduce suspensions in your school?**

  - Counseling support and daily check-ins with the social worker assigned to work with high flyers
  - Offering alternatives to out of school suspension to students and parents
  - Active supervision in the hallways and cafeteria
  - Staggered arrival and dismissal decreased the number of children transitioning at one time thus reducing conflict in the hallways after school and during morning arrival
  - Creation of 6th Grade Academy which functions and transitions independently of other grades
  - Redistribution of security to active areas, monthly security meetings, professional development
  - Advisory lessons that focus on respect, care for others, civic responsibility, and problem solving
  - Acknowledging students for behavior, honor roll, attendance improvement, etc
  - Building *teachers toolkit* in approaches to classroom management

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
To implement a culture and climate survey to assess the attitudes and attributes of each school community.

- **What areas of culture and climate are well established in your school?**

Engagement: Cluster model, early failure warning processes, strong teacher student relationships, collaboration, high rates of teacher retention, capacity building systems, instructional and engaging practices focused on cognitive and behavioral learning as well as social, emotional, and civic engagement.

Safety: Pupil Support Team, arrival and dismissal protocols, attendance protocols, clear appropriate and consistent expectations, Advisory model, Newcomers program

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
To implement a culture and climate survey to assess the attitudes and attributes of each school community.

- **What areas of culture and climate are well established in your school?**

Environment: Supportive classrooms, caring relationships, protected meeting time, mental health services, comprehensive system to address barriers to learning, focus on learning, programs that promote responsible behavior and participation in the school community, rewards and acknowledgements, visible staff and administration, Student Ambassadors, New Student Social, active Student Organization

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

- **What would you like your team and/or teachers to learn more about?**

  - Culturally Responsive and Sustaining Environments
  - Creating student centered classrooms
  - Classroom management and de-escalation strategies
  - Decompression techniques for staff to reduce personal triggers and stressors during the day
  - Understanding the challenges of students with mental health diagnoses and the implications for student behavior

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

- **Do you have any additional recommendations regarding community participation specific to a climate and culture survey?**

  - The survey should be concise, easy to complete, and focused (Clarity about what we want to know)
  - Resources made available for parents who need assistance completing the survey

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

Which ALTARIS recommendations have been most useful?

➢ Creating a single point of entry
➢ Implementation of the visitor's management system
➢ Evacuation routes and instructions posted in every location including classrooms and offices
➢ Installation of phone system with outside lines in every classroom and office location
➢ Ability for any staff member to call an emergency
➢ Go kits

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

What strong safety measures do you have in place in your school?

- ➢ Practice drills
- ➢ Frequent monitoring of school security throughout the day
- ➢ Consistent hallway monitoring
- ➢ Arrival and dismissal practices
- ➢ Implementation of visitor management system/visitor sign in and escort process
- ➢ Use of Emergency Folders
- ➢ Visible administration, security, and staff who are comfortable asking questions

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

What are your security concerns or request?

➢ Lack of a school wide working intercom system and alert system in all rooms including the restrooms
➢ The number of doors and the ability to effectively monitor all of them throughout the school day
➢ Security professional development
➢ Losing security personnel
➢ Phase three: VOIP system

Phase II SMART GOALS

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:
Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

Is there additional training that would be helpful?

- ➔ Emergency management and preparation is needed on a continual basis
- ➔ CPR training for additional personnel
- ➔ Crisis Intervention training for all staff interfacing with students
- ➔ De-escalation training for all staff
- ➔ Stop the Bleed

Phase II SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

2019/2020 District Goal:
Create systems and structures in the central office to effectively support schools.

- **What changes would you like to see in the communication structure between Central Administration and your school?**

1. Add separate monthly meeting time for secondary principals to align practices and address concerns impacting secondary schools
2. Allow time for principals to meet with directors around "Big Picture" items impacting all buildings
3. Include principal's early in the planning and adoption stages of new initiatives
4. Provide notification to principals prior to sending communications to the community. This way principals are aware and can better support and reinforce the message of the district.
5. Continue monthly school leadership meetings with the Superintendent, principals, assistant superintendents
6. Continue Principals Weekly communication from the Superintendent

Phase II SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child.

019/2020 District Goal:
Create systems and structures in the central office to effectively support schools. Review vacancies and interim positions at the district and school levels to recruit

Art 3	Math/AIS 14	Social Workers 3
Music 5	ELA 11	School Counselors 4
Tech Ed 4	Reading 3	Teaching Assistants 11
PE/Health 6	Science/Biology 10	Speech Teachers 2
World Languages 7	ENL 4	Librarian 1
Home/Careers 1	Social Studies 9	Psychologists 2

1. **Replace two retiring math teachers**

1. **Replace two retiring TA's**

1. **Interim Assistant Principal**

1. **Interim Principal**

Phase II SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

2019/2020 District Goal:
Create systems and structures in the central office to effectively support schools.
Review vacancies and interim positions at the district and school levels to recruit and hire superb staff. Ensure a smooth budget process.

- **How can we question and change recruitment practices to identify additional diverse qualified applicants?**

1. There are 99 Historically Black Colleges and Universities (HBCUs). The population of some of these universities are becoming more diverse. Seek out qualified candidates from teacher preparation and school leadership programs. Offer guidance for securing New York State certification.

1. Host hiring fairs targeting minority and culturally diverse applicants

1. Use college employment centers to post available positions, expand the ways in which positions are advertised (for example include social media platforms)

Phase II SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

2019/2020 District Goal:
Ensure a smooth and transparent budget process.

- **Have your priorities changed from last year? Recap any asks from the Phase I Presentation. Yes**

1. **English Language Arts Chair** for each building: IEYMS has long-standing literacy needs. IEY would benefit greatly from having their own ELA department chair. Priorities for work include: a literacy focus in all content areas, collaboration and alignment with the ENL department, curriculum development and alignment, focus on struggling readers, consistent collection of literacy data, professional development, and close collaboration with the principal to action plan around increasing literacy skills of learners

1. **Restore second Family and Consumer Sciences teacher**

Ongoing Commitment 2020 and Beyond
Unpacking the Strategic Roadmap

Create and accomplish **SMART goals** though an understanding of the data, thinking through district-wide systems for student assessment and data collection, as well as continued partnerships with the BOE, district professionals and the community.

KEY OBJECTIVES
➢ Increase graduation rate
➢ Increase access to accelerated pathways
➢ Increase access for ALL students to opportunities that support learning objectives
➢ Decrease violence in schools (**Engaged students are safe students.**)
➢ Build internal capacity aligned to the a strategic plan
➢ Build consistency in research-based instructional practices
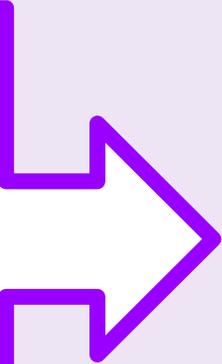➢ Create a profile of a New Rochelle Graduate

Phase II: SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the 2019/2020 district goals, what goals would be useful to continue into the next school year? What would you suggest be the next iteration of each goal as we move forward?

Student Learning →

Objective A: Cohesive district wide approach to teaching and learning.

Objective B: Primary grade reading.

Objective D: Access to rigorous coursework. (Is rigor defined as placement in accelerated or AP coursework? How are we defining rigor?)

We are not there yet. Perhaps the next iteration might consider the implications of the Next Generation standards, practices of lifelong readers, and the idea of rigor for all through the delivery of a rigorous curriculum regardless of placement

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the 2019/2020 district goals, what goals would be useful to continue into the next school year? What would you suggest be the next iteration of each goal as we move forward?

Safe and Supportive Schools

Objective A: Social Emotional Learning (SEL)

Objective B: Restorative practices
There are enough professionals in the district trained in restorative practices that we should be able to integrate this into a larger bucket such as embedding RP into the language and expectations of the Code of Conduct or RTI plan. I wonder about the need for a stand-alone objective. The Code and RTI district plans should be living documents that are reviewed annually. I also wonder how SEL and RP might be combined under a larger umbrella or objective related to safe and supportive schools.

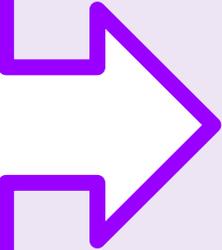**Objective C**: Cultural competency: **We are not there yet.**

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the 2019/2020 district goals, what goals would be useful to continue into the next school year? What would you suggest be the next iteration of each goal as we move forward?

Superb Staff →

Objective A: Supervision and feedback: Perhaps consideration should be given to how we might refine our APPR practices and the need for consistent coaching and purposeful classroom visitation beyond compliance to APPR.

Objective B: Recruiting and hiring: Continued need to focus on diversification and quality staff

Objective C: Development and celebration: Continued need to develop a shared understanding of best practices and professional development aligned to district and school goals

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the Key Objectives, what objectives would be of most interest to your school based on the Phase I data?

Student Learning: **Objective A**: Cohesive district wide approach to teaching and learning. **Objective B:** Primary grade reading **Objective D:** Access to rigorous coursework.

Safe and Supportive Schools: Objective C: Cultural competency

Superb Staff: Objective A: Supervision and feedback, **Objective B:** Recruiting and hiring, **Objective C:** Development

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the Key Objectives, what goals would you suggest become a focus for the district during the next school year?

★ **Marketing and branding** of schools as educational destinations that meets the needs of all learners
★ Exploring **special designations** and programs such as International Baccalaureate at the middle school level
★ High quality **curricular**
★ Creating **profiles of readiness**: entering middle school, entering high school. graduating high school
★ Seeking alternative sources of funding such as **grant opportunities** that support school programs and new initiatives
★ Building a shared understanding of best practices applicable to teaching and learning and the social, emotional and behavioral health of students through meaningful professional development: **A continual focus on teaching and learning**

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

In reviewing the Key Objectives, what goals would you suggest become a focus for the district during the next school year?

★ Continue to prioritize **safety and security** of students and staff
★ **Diversification** of staff
★ High quality and **Innovative Extended Learning Opportunities** that promote community and family involvement. ELO's should complement rather than duplicate learning
★ Recalibration of assessment protocols at the secondary level, revisit **tools** and purpose
★ Standardize **support programs** while maintaining some flexibility to establish a district wide continuum of differentiated supports to meet the social, emotional, behavior, and learning needs of students
★ Monitor and grow technology infrastructure to support i**ncreased use of technology resources and innovation** throughout the District
★ Commit to securing, managing, and upgrading, as needed, a **data management system** to increase the access to data and support a **culture of data use**

Phase II SMART GOALS

Projecting 2020/2021 District Goals:

What would you propose as Measurable and Attainable for the suggested goals?

1. Adoption or creation of standards aligned 6-8 curriculum in core subjects
2. Measure reading and math performance through appropriate measures other than the New York State assessment
3. Increased student enrollment in honors courses of study at the secondary level
4. Diversification of staff: Percentage of newly hired staff reflective of diverse backgrounds
5. Percentage of students enrolling in college within a determined period of time
6. Percentage of students and parents enrolling in ELO's
7. Percentage of students exiting out of special programs such as ENL and special education
8. Percentage of effective and highly effective staff
9. Increase in the quantity of teachers using technology in innovative ways beyond the smartboard as a chalkboard and the chromebook to replace textbooks
10. Increase in the use of alternative consequences/decrease in suspensions

Ongoing Commitment 2020 and Beyond
Unpacking the Strategic Roadmap

- Continue to feed information about students prior to their arrival to middle school through a robust transition plan that includes participation of sending and receiving administrative teams, support staff, and teachers

- Provide teachers with purposeful data before the first day of school so they can plan for groupings, intervention, and appropriate instruction. Consider how the time at the end of the year may be efficiently used for this important work

- Building instructional consistency requires instructional leadership. Schedule time for principals to complete instructional rounds between buildings focusing on observing targeted elements of teaching and consistency across schools