

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Henninger High School
Grades Served: 9-12

NCES#: 362859003864
Number of students: 1614

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The Board of Education will appoint an administrative team based on the Superintendent's recommendation that demonstrates the leadership qualities	Principal will remain to implement redesign initiatives and monitor student achievement.	Completed

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	necessary to implement the transformation plan.		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<ol style="list-style-type: none"> 1. The District's Information Technology Division has developed a Data Dashboard that will be utilized to closely monitor teaching and learning, fidelity to program implementation and student progress. 2. The SCSD RTTT High School Network Team will provide administrators, the School Leadership Team (SLT), Departments, teams and teachers with ongoing data and support improving teaching learning through the Collaborative Coaching and Learning (CCL) model targeted to areas of need identified by the data. 3. Henninger will establish a Data Analysis Subcommittee of the SLT (comprised of Teacher Leaders, Instructional Coach, Network Coaches, Talent Development Coaches) that will collect, collaborate and analyze data. They will communicate trends and monitor progress in the use of data by individual teams. They will meet 	<ol style="list-style-type: none"> 1. Presentations were made to the staff at staff meetings to utilize the Data Dashboard. 2. The SCSD RTTT High School Network Team will continue to provide administrators, the School Leadership Team (SLT), Departments, teams and teachers with ongoing data and support improving teaching learning through the Collaborative Coaching and Learning (CCL) model targeted to areas of need identified by the data. 3. Data Analysis subcommittees are comprised of teachers, administrators and an instructional coach. Teachers will meet in data meetings four times with administrators this year to collaborate and analyze data. 	<ol style="list-style-type: none"> 1. Completed 2. Proceeding according to approved '10 SIG plan 3. Proceeding according to approved '10 SIG plan

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	<p>regularly with members of the District's RTTT High School Network Team regularly to review analyzed data and target professional development identified.</p> <p>The RTTT Network Team will also support data analysis meetings. Goals will be set for each teacher to be monitored by the administrative team every five weeks. Teachers and other instructional staff will review their Individual Professional Growth Plan (IPGP) to assess progress in meeting goals in alignment with the Redesign Plan.</p> <p>4. If goals are not met after appropriate supports are in place, a review of teacher performance in alignment with the contract will result in progressive discipline, transfer or dismissal following district policy and procedures, the negotiated process and state law.</p> <p>5. The administrative team will schedule and meet weekly to share information gathered from walk-throughs, data from iTouch walkthrough application, student work samples, student and school</p>	<p>4. Will continue with the same are in progress</p> <p>5. Henninger's administrative status meeting occurs every Monday from 9:30-10:30.</p>	<p>4. Proceeding according to approved '10 SIG plan</p> <p>5. Proceeding according to approved '10 SIG plan</p>

**New York State Education Department
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	<p>data including behavior, attendance and academics, monitor implementation of the redesign plan, and adjust short and long term plans accordingly including targeting academy specific needs.</p> <p>6. The District is currently involved in establishing a Teacher/Principal Evaluation System that complies with NYSED regulations and requirements of the PLA schools and TIF. The District is working closely with NYSED, Mathematica and the unions to develop the revised systems.</p>	<p>6. Negotiations are in progress.</p>	<p>6. proceeding according to approved '10 SIG plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>1. The Principal will receive a \$10,000 stipend each year for demonstrated success in school transformation efforts and improving student achievement.</p> <p>2. Paid committee/planning work that goes beyond the school day including, but not limited to: Collaborating on district-wide benchmark assessment creation in core content areas, PBIS, master scheduling, department and curricular unit planning and mapping, and data-driven decision making/analysis.</p>	<p>1. The stipend for principal leadership will be awarded based on performance.</p> <p>2-3. Addition of \$6,000 to expand travel for professional development for administrators that could be brought back to the school. Henninger will also continue with approved plan activities in year 2.</p>	<p>1. Proceeding according to approved '10 SIG plan</p> <p>2. Proceeding according to approved '10 SIG plan</p>

**New York State Education Department
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	<ol style="list-style-type: none"> 3. Staff celebrations to recognize outstanding service in the building and good attendance as outlined in the Redesign Plan. 4. The Principal will identify faculty who met expectations and those who did not and will need to be transferred to other schools. 5. All teachers will receive a small laptop to facilitate reflective journaling of effective instruction, school-wide communication, and professional development blogs. 		<ol style="list-style-type: none"> 3. Proceeding according to approved '10 SIG plan 4. Completed 5. Completed
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<ol style="list-style-type: none"> 1. Teachers will attend professional development during a five-day summer institute in year 1; 3-days in years 2 and 3, focused on <i>Understanding by Design</i>. 2. Staff will be trained in PBIS. A Henninger PBIS committee will be formed to develop a PBIS plan with the assistance of a District PBIS Coach. The SLT will monitor in-school and out-of-school suspensions and referrals by teacher, by subgroup and whole school results to determine effectiveness of PBIS implementation, determine teachers who may need additional 	<p>1-4. PD funds must also support hiring consultant(s) to facilitate for summer PD days and for training throughout the 2012-2013 school year. Included in the consultants being hired are: Denise Collier for expertise in curriculum and instructional program development; School Turnaround Group to provide expertise in school reform; various consultants for support in Common Core initiatives; Insight Education Group to build a framework for effective teaching; and Authentic Education for continued</p>	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to approved '10 SIG plan

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	<p>training and adjust the program as needed. Professional development for staff, communication to all stakeholders and implementation of the plan will commence in Sept. 2011.</p> <p>3. All staff will participate in Collaborative Coaching and Learning (CCL), which is a strategy for peer classroom visitations, collaboration and peer coaching to increase teaching and learning: teaching focus is set by individual teams (and aligned with professional development implementation expectations).</p> <p>4. The Professional Development committee, a subcommittee of the SLT, will monitor and determine the PD needs of the staff in alignment with the Redesign Plan, student and staff data and the Individual Professional Development Plans of the staff in alignment with school and District goals.</p> <p>5. Lesson planning/design and instructional delivery incorporating all negotiated elements found in the SCSD Model for Practitioner</p>	<p>Understanding by Design training.</p> <p>5. HHS administrators are not using an iTouch application, but are accessing Teachscape services on iPads and laptops.</p>	<p>3. Proceeding according to approved '10 SIG plan</p> <p>4. Proceeding according to approved '10 SIG plan</p> <p>5. Proceeding according to approved '10 SIG plan</p>

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LEA School Improvement Grant Application Year 2 Update, FY 2011
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	<p>Evaluation (MPE) will be implemented with fidelity, as monitored by walk-throughs (use of iTouch with APPR application to collect data) and formal observations. Instructional coaches will support this through CCL, differentiated professional development and coaching of individual teaching staff.</p> <p>6. Use of Teachscape video cameras and software to tape lessons for use in self-reflection, CCL and to demonstrate changes in instructional practice</p> <p>7. Weekly mandated team and department meeting time will include progress monitoring of students to determine those on track to thrive, on track, or off track to graduate, examination of student work, data analysis, and reflection on professional development workshops/CCL debriefings.</p> <p>8. Four (4) Henninger PLA Teaching Assistant substitutes, who are certified teachers, will ensure continuous job-embedded PD during the school day.</p> <p>9. Book study in UbD, DI, FA,</p>	<p>6. In progress, planning for use following training and pilot group.</p> <p>7. Henninger will continue with approved plan activities in year 2.</p> <p>8. Discontinued the use of TA substitutes in year 2.</p> <p>9. Book study discontinued to focus on other professional</p>	<p>6. Proceeding according to approved '10 SIG plan</p> <p>7. Proceeding according to approved '10 SIG plan</p> <p>8. Discontinued</p> <p>9. Discontinued</p>

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LEA School Improvement Grant Application Year 2 Update, FY 2011
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	<p>instructional strategies.</p> <p>10. Provide Professional Development in New York State Common Core State Standards in ELA/Mathematics/ Literacy (including 6 Traits of Writing) and College /Career Readiness Standard for all staff, ensuring integration across content areas.</p>	<p>development opportunities.</p> <p>10. Literacy Coach and STEM/Math Coach will be hired as well as implementation of Ramp Up Literacy and Ramp Up Algebra to improve student achievement in ELA and math. Purchased service with Agile Mind will provide tools and services to effectively manage instruction</p>	<p>10. Proceeding according to approved amended plan</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<ol style="list-style-type: none"> 1. Staff will be provided with job embedded professional development in UbD, NYS CCSS, data analysis, CCL, differentiated instruction, FA, and PBIS by District assigned coaches. 2. Some teachers may be asked to teach a sixth block during the day and receive 1/6th of their salary, based on scheduling needs. Only those teachers who show progress in teaching and learning may teach a 1/6 in Year 2 and 3. 3. Teachers will have access to updated technology in their classrooms such as LCD projectors, SmartBoards, document cameras, 	<ol style="list-style-type: none"> 1. HHS will consult outside facilitators for this PD, not internal coaches, per district-level directive 2. HHS may explore avenues to sustain this initiative after analyzing June Regents data 3. Smarboards and document cameras will be in every classroom by the end of June 2013 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Discontinued, per district-level directive 3. Proceeding according to approved '10 SIG plan

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	<p>etc. that will be purchased and phased in over the three-year grant period. Six Smart classrooms will be established in the first year. Professional development will be provided with ongoing support from the Henninger LMS and assigned coaches as well as the District's IT Division trainers.</p> <p>4. Staff will be afforded embedded planning time during the school day for collaborative planning and review of student data to inform instruction.</p>	<p>4. HHS will explore PD options using extension of service funds during after school time.</p>	<p>4. Proceeding according to approved amended plan</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>1. In viewing data and researching effective practice, the Henninger team has determined that the following practices will lead to improved student achievement:</p> <ul style="list-style-type: none"> ✓ Ninth and Tenth grade students and teachers will participate in looping whenever possible. ✓ Regents preparation classes will be created for Algebra, Geometry, Living Environment, Earth Science, Global, US History, and as needed. ✓ Struggling readers will be supported with the Fast ForWord and Wilson Reading programs 	<p>1.</p> <ul style="list-style-type: none"> ✓ Discontinued looping per district-level directive. ✓ Regents preparation classes were conducted and will continue to be provided. ✓ ELA and Math departments are trained and implementing CCL. HHS is exploring the process of expansion to other departments. ✓ Ongoing PD, for formative assessment and differentiated instruction. 	<p>1. Proceeding according to approved amended plan</p>

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	<p>and will be identified by utilizing the SRI, 8th grade ELA.</p> <ul style="list-style-type: none"> ✓ All teachers will learn and employ CCL in their practice ✓ All teachers will learn and employ formative assessment in their practice. ✓ All teachers will learn and employ differentiated instruction in their practice ✓ All teachers will understand and use UbD for instructional planning and delivery. <p>2. Instructional staff will use data to identify students who are off track for graduation and support closing their achievement gaps by use of the 4-Tiered Framework and implementing intervention programs with fidelity (Fast ForWord, Wilson Reading, AVID, etc.)</p> <p>3. A mentoring program will be established with community partners and higher learning institutions to support student achievement through mentoring and tutoring programs.</p> <p>4. A social worker will be added to staffing to provide counseling,</p>	<p>HHS teachers use as appropriate in planning and instruction.</p> <ul style="list-style-type: none"> ✓ Continued PD and support in UbD. (training and support provided by Authentic Education) <p>2. HHS is considering Just Words for the general education population.</p> <p>3. HHS “On Track” task force is organizing a system for mentoring for the ’12-’13 school year.</p> <p>4. The .5 FTE social worker was not filled in year 1 and is not included in year 2 budget.</p>	<p>2. Proceeding according to approved ’10 SIG plan</p> <p>3. Proceeding according to approved ’10 SIG plan</p> <p>4. Discontinued</p>

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	<p>home visitations to support the emotional and social needs of students.</p> <p>5. Continue to support SWDs by implementing the Prioritized Curriculum, providing special education teachers with the necessary professional development and materials to provide their delivery models.</p> <p>6. Update and increase the technology in computer labs within the building to support interventions and individual and independent learning.</p> <p>7. Guidance personnel, instructional staff and the Henninger Response Team will develop Individual Learning Plans for all students off track to graduate and monitor them every five weeks.</p> <p>8. An orientation program for incoming 9th graders will include: shadowing of seniors in the spring before entering ninth grade, Henninger Panel presentations in the spring to all feeder schools, Summer Bridge and enrichment programs, and a 3-day orientation in August for incoming ninth</p>	<p>5. Continue with approved activities.</p> <p>6. Smartboards and CPS Assessment clickers will be purchased in year 2.</p> <p>7. Henninger Response Team has been replaced by task forces assigned to these duties who will continue to monitor students and plans in the '12-'13 school year.</p>	<p>5. Proceeding according to approved '10 SIG plan</p> <p>6. Proceeding according to approved '10 SIG plan</p> <p>7. Proceeding according to approved amended plan</p> <p>8. Proceeding according to approved amended plan</p>

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<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>graders.</p> <ol style="list-style-type: none"> 1. District-wide department midterms and benchmark assessments will be collaboratively developed by the District, teachers, administrators, coaches and/or field coordinators; and administered to inform instruction. 2. Each department will have established collaborative planning time, time on half days and over the summer to review student work, analyze data from benchmark assessments and Regents exams. The RTTT Network Teams and the Data Analysis Subcommittee of the SLT will provide data to these teams to assist in targeting needs and use of appropriate strategies to address the identified needs. 3. In collaboration with the District RTTT network team and IT, departments will determine performance targets in alignment with targets set by NYSED to be met during each school year. 4. Report card conferences will be conducted 3 times a year with students to discuss grades, attendance, and behavior. 	<ol style="list-style-type: none"> 1. Continue with approved activities. 2. Extension of service funds will be used for these items in the '12-'13 school year. 4. One-on-one student mentoring by staff has been organized using credit and Regents data. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to approved amended plan 3. Completed 4. Proceeding according to approved amended plan

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
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	<p>5. Use the template (spreadsheet) developed by the National High School Center as an instrument to determine whether students are on or off track for graduation, with counselor and social worker recommendation, and quarterly data reviews by departments, teams and administrators. By identifying students who are at-risk of dropping out, Henninger will use the District's 4-Tier Framework (RTI) model to develop an individual learning plan for struggling students.</p>	<p>5. Counselor and social worker recommendation, as well as quarterly data reviews by departments, teams and administrators are used to identify students who are at-risk of dropping out. Task forces have been assigned these duties and will track students' progress towards graduation.</p>	<p>5. Discontinued</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. Create a master schedule that blends block and period scheduling. Regent's classes that have been identified as low performing will meet on an everyday basis.</p> <p>2. Two alternative academic programs providing divergent paths to graduation will be provided to targeted students including an in-house GED and online credit recovery program available for non-traditional students after school.</p> <p>3. An in-house alternative behavior program providing social, emotional, and academic supports will be</p>	<p>1. ELA and math courses will be block-scheduled for some freshman students.</p> <p>2. Continue with approved activities.</p> <p>3. HHS will explore the options available to improve the alternative program.</p>	<p>1. Proceeding according to approved amended plan</p> <p>2. Proceeding according to approved '10 SIG plan</p> <p>3. Proceeding according to amended plan.</p>

**New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
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	available to identified students and supervised by a dedicated TA. The program will offer intense behavior modification and counseling to decrease the number of students being referred for serious disciplinary action.		
Provide ongoing mechanisms for family and community engagement	<ol style="list-style-type: none"> 1. Provide multimedia access for all stakeholders through the existing home access center of eSchool. Phone numbers and email addresses will be collected from stakeholders during the registration process and ongoing by teachers, counselors and clerical staff. 2. Implement the reverse phone messaging system. This will allow the school to share messages with parents and students around upcoming community and school events, and emergency notifications. The system will also allow each academy to provide additional targeted messaging around activities and events. Attendance will also be able to utilize the system to notify parents of student absences. 3. Henninger PTO website will be 	<ol style="list-style-type: none"> 1-2. 15,000 to allow students to explore out of classroom experiences (ie. College visits, career exploration, job shadowing, field trips, etc) and also continue with approved activities. 3. Henningerhs.US has posting of parent, staff and student 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to approved '10 SIG plan 3. Proceeding according to

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LEA School Improvement Grant Application Year 2 Update, FY 2011
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	<p>maintained through PTO to share messages about activities, parental and student information, as well as school and community needs.</p> <p>4. PTO members will update Henninger’s PTO Facebook page to share information as well as gather feedback around the school and community.</p> <p>5. SLT will collaborate with existing PTO on their organization with a focus on improved parent engagement and utilization of the PTO as a chief conduit to share information around the school to all stakeholders. This could include implementation of new by-laws, election and installation of new officers, as well as recruitment of parent representation from all grades and academies.</p> <p>6. Hire a .5 Social Worker to work collaboratively with families, students and teachers to: improve student attendance, decrease tardiness, reduce dropouts, conduct home visits, and collaborate with CBOs. The Social Worker will also work closely with the SLT to continue to build relationships with</p>	<p>information.</p> <p>4-5. Continue with approved activities.</p> <p>6. The .5 FTE social worker was not filled in year 1 and is not included in year 2 budget.</p>	<p>approved ’10 SIG plan</p> <p>4. Proceeding according to approved ’10 SIG plan</p> <p>5. Proceeding according to approved amended plan</p> <p>6. Discontinued</p>

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LEA School Improvement Grant Application Year 2 Update, FY 2011
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	the North Literacy Zone Case Managers and staff to link at-risk families to comprehensive services		
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<ol style="list-style-type: none"> 1. Provide a summary of the Redesign Plan and its expectations to prospective new staff. 2. Site-based budgeting for targeted professional development, technology integration and diverse learning opportunities for students. 	<ol style="list-style-type: none"> 2. Continue with approved activities and additional PD opportunities. 	<ol style="list-style-type: none"> 1. Completed 2. Proceeding according to approved '10 SIG plan
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	<ol style="list-style-type: none"> 1. A District Office of School Reform (OSR) was established in 2010 to support all Tier I, II and III schools. The OSR will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan. 2. District trainers for Understanding by Design, PBIS, Formative Assessment, CCL, e-school, and Fast ForWord will prioritize the Tier I and II PLA schools in the scheduling of professional development offerings. External trainers for Wilson and other PD will be 	<ol style="list-style-type: none"> 1. Continue as in previous year. 2. HHS is considering Just Words for the general education population. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to approved amended plan

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	scheduled as needed and supported by the District.		
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	Partners will include, but not be limited to: Say Yes to Education, 100 Black Men, and SPEAK programs and ongoing public relations, supported by Syracuse University and other community-based agencies.	1. HHS will continue to create partnerships with community organizations.	1. Proceeding according to amended plan.