



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)  
 2010-2011 Monitoring Report

<b>School:</b>		<b>School District:</b>	
<b>Date of Site-Visit:</b>		<b>Members of Site-Visit Team:</b>	

<b>STAFFING</b>	
<b>Collective Bargaining</b>	<i>Negotiations are continuing regarding revision of the collective bargaining agreement in order to support: development of a teacher evaluation system, removal of staff based on the evaluation system, and changes in work day, duties and hours.</i>
<b>Teacher Evaluations linked to Student Performance</b>	<i>Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.</i>
<b>Identify and Reward staff or Remediate/Remove Staff</b>	<i>A clear and transparent process for identifying staff for rewards and remediation is in place (a process must be in place immediately upon the development and implementation of the Teacher Evaluation System).</i>
<b>Implementation of Strategies to Recruit, Place, and Retain Qualified Staff</b>	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

Findings:

<b>PLANNING</b>	
<b>Implementation of Timeline</b>	<i>The district/school is on track to complete activities in accordance with the approved timeline for implementation, or to submit an approvable School Improvement Grant (SIG) application. Identify elements that are off-track.</i>
<b>Performance Targets</b>	<i>The district/school is implementing activities which will help them meet the school's performance targets. (Performance targets are tied to the school's achieving "In Good Standing" by the end of the 3 year grant period. Refer to the school's Performance Plan Template, as available.)</i>
<b>Implementation of JIT Recommendations</b>	<i>The district and school are implementing the plan based on the JIT recommendations. The recommendations of the JIT are addressed as delineated in the SIG application or Restructuring Plan, as applicable.</i>

Findings:

<b>PROFESSIONAL DEVELOPMENT</b>	
<b>Quality, On-going, Job-embedded Professional</b>	<i>Implementing job-embedded professional development, as defined by the USED, and as approved by NYSED.</i>

<b>Development</b>	
<b>Supportive of Instructional Needs</b>	<i>All professional development is researched based and supportive of the instructional needs of the school.</i>
<b>Monitoring and Analysis</b>	<i>Professional development is monitored and analyzed to ensure staff participation and classroom implementation.</i>

Findings:

<b>DATA ANALYSIS</b>	
<b>Data to Inform Instructional Programming</b>	<i>Data is used to identify and implement research-based instructional programs that are aligned with state standards</i>
<b>Data for Instructional Decisions for Student Achievement</b>	<i>A system is being implemented which allows for the continuous use of data to make instructional decisions for students.</i>

Findings:

<b>CURRICULUM AND TEACHING</b>	
<b>Increased Learning Time</b>	<i>The school has implemented a longer school day, week, or school year to significantly increase the total number of school hours to provide additional time for instruction in core academic subjects, or in enrichment subject areas, or added time for teacher collaboration.</i>
<b>Mapped and Paced Curriculum</b>	<i>The written district/school level curriculum is aligned to NYS standards, performance indicators, the core competencies and is being implemented. Pacing guides are developed, used and monitored.</i>
<b>Instructional Programming is Linked to Needs Assessment</b>	<i>Curricular decisions have been made to meet the needs of all students.</i>
<b>Effective Teaching</b>	<i>There is evidence of rigor, relevance, pacing, alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
<b>ELL/SWD</b>	<i>The necessary instructional programs and highly qualified staff are in place to support the needs of English Language Learners (ELL) and students with disabilities (SWD).</i>

Findings:

<b>STUDENT SUPPORT</b>	
<b>Additional Support</b>	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
<b>Counseling</b>	<i>Student support services are in place to provide students in need with additional social support (education/career counseling, social work, drug/alcohol/violence counseling, school psychologist, health/mental health professional)</i>
<b>Enrichment Opportunities</b>	<i>Students have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer.</i>

Findings:

<b>TRANSFORMATIONAL SCHOOL LEADERSHIP</b>	
<b>Effective Leadership</b>	<i>The school leader has the experience and skills needed to successfully implement a turnaround model and to act as a change agent for the school.</i>
<b>Leadership Development</b>	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
<b>School Improvement Manager/External Providers</b>	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
<b>Building Level Leadership Team</b>	<i>The school is utilizing its Building Leadership Team to implement the intervention model.</i>

Findings:

<b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>	
<b>Environment is Conducive to Learning</b>	<i>The school is safe, orderly and academically-oriented. Supervision is sufficient, respectful and consistent.</i>
<b>Shared Vision</b>	<i>School staff understands the focus/ vision of the school's improvement efforts and supports them in a consistent and effective manner.</i>
<b>Collaboration</b>	<i>Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.</i>
<b>Parent Involvement</b>	<i>Strategies are being implemented to increase the involvement and contributions of parents.</i>
<b>External/Community-Based Partners</b>	<i>Strategies are being implemented to increase the involvement and contributions of community partners.</i>

Findings:

<b>OTHER FUNDING SOURCES</b>	
<b>Use of 1003(g) or 1003(a) grant funding</b>	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
<b>Use of Other Funding Sources besides 1003 (g)</b>	<i>In addition to SIG 1003(g) and/or 1003(a) funds, the LEA is using a number of other resources to implement the school intervention models or the Restructuring Plan, as applicable.</i>

Findings:

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support Provides Operational Flexibility to the School</b>	<i>The LEA provides or is planning to provide the school operational flexibility (such as matters staffing, calendars/time, and budgeting).</i>
<b>District has a systemic plan for intervention and improvement</b>	<i>The LEA has incorporated all JIT recommendations and requirements of the SIG Application into the improvement plan for the school.</i>
<b>District has a plan to identify, recruit, place, and retain effective</b>	<i>In accordance with SIG requirements, the LEA has a plan for hiring and retaining leadership.</i>

<b>leadership</b>	
-------------------	--

Findings: