What Success Looks Like:
A Look at Schools with the Will and Skill to Beat the Odds

PLC ASSOCIATES, INC.

NYS ED .gov New York State **EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Welcome! Please sit with your school/team.

Materials are posted on the MBK site.

Opening Session: Understanding The Why

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Presenter: Dr. Anael Alston, Assistant Commissioner

Today Is About Learning!

With your colleagues and team members, we will:

- Identify successful practices from ten schools who are demonstrating extraordinary success for Young Men of Color.

- Hear first-hand from distinguished Field Experts who are leading the charge.

- Reflect and assess your structures, practices and systems to achieve increased graduation rates - NYSED: 90% by 2024 for YMOC!

- Engage thoughtfully with our colleagues/team members around our current challenges and opportunities.

- Exit with a level of commitment, energy and most importantly- considerations for **actions we can take.**

Link to Exit Ticket: https://www.research.net/r/MP78T6Y

PLC ASSOCIATES, INC.

Our Day Together…

What Success Looks Like:
A Look at Schools with the Will and Skill to Beat the Odds

New York City 10/29

Opening Session: Welcome and Introductions 9:00
Understanding the Why of This Undertaking

Session 1**: Self-Reflection: Using A Systems Approach 9:15**
First: Key Findings
What questions should we ask? What is coherence? How do we start a systems approach?

Session 2: **The Why, How and Impact of Student Ownership of Learning 9:35**   **(Break 10:35-10:50)**
How do we motivate students to own their learning? How do we make instruction high impact? How are curricula made interesting, relevant, rigorous, so that it engages students?

Session 3: **Improving Results Using Data Cycles: Models That Yield Results 10:50**   **(Lunch 12:05-12:45)**
What models tell us exactly where students are, academically and socially? How often are we looking at data and making instructional /support system modifications? What data is viewed in data cycles? What are the expectations – individually, by team, as a school?

Session 4: **The Together Everyone Achieves More (TEAM) Approach to Building a High-Performance Culture**
Presenters 12:45-2:00 Panel Discussion 2:00-2:25
How, as school and district leaders, do we send clear messages and establish collaborative models? What teams are in place and what are their roles? How do we address barriers to change? How do we establish high accountability with distributive leadership?

Closing Session:
Large Group Sharing **2:25-2:45**
Completion of Exit Ticket (2 minutes!)
Closing Remarks Next Steps – Challenge to the Field: **2:52-3:00**
Target 2024/25- 90% Graduation Rate for YMOC in 5 years!

PLC ASSOCIATES, INC.

Session 1: Key Findings
Coherence: Using A Systems Approach

PLC ASSOCIATES, INC.

NYS ED .gov New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Penny L. Ciaburri, CEO
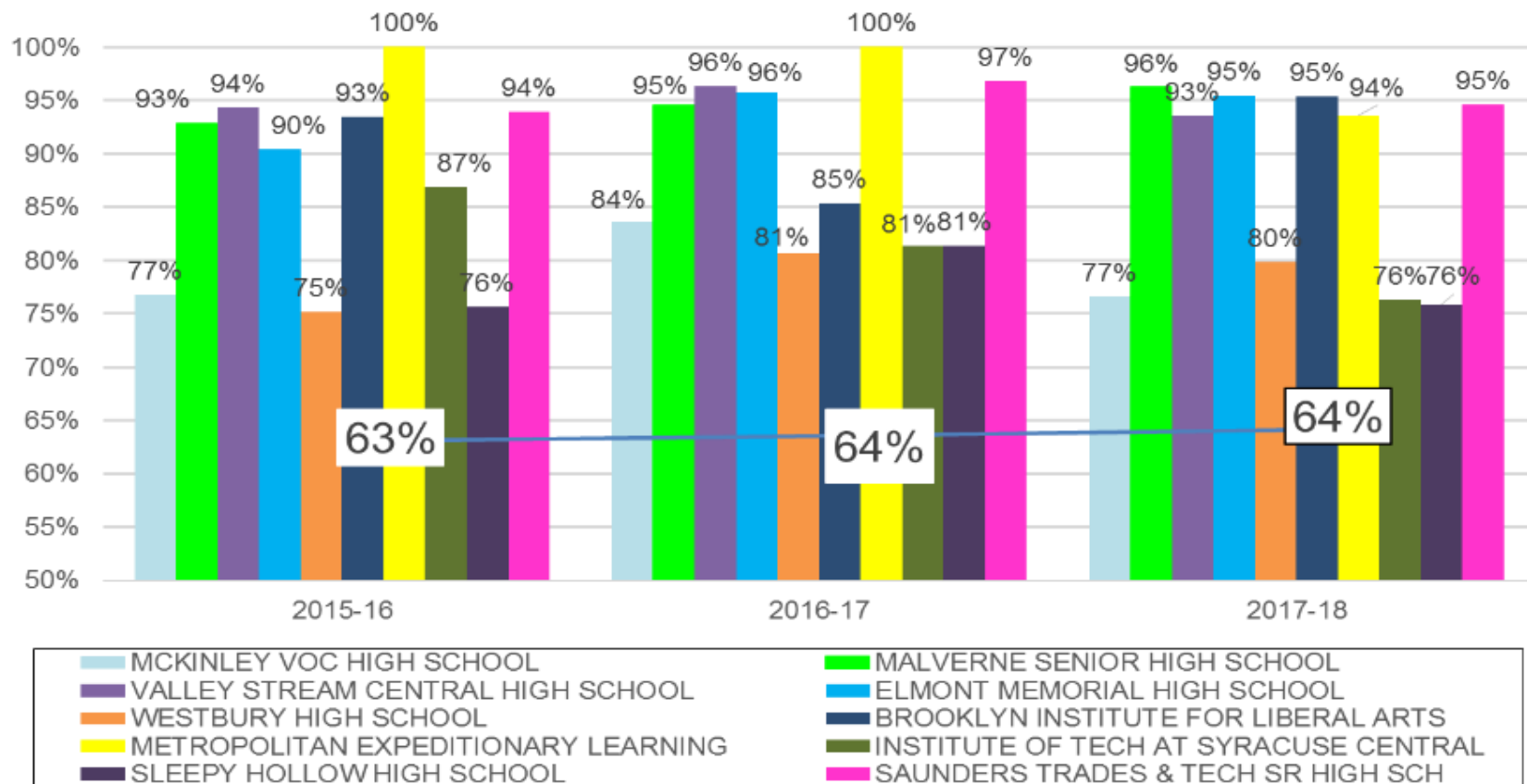Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Presenter: Dr. Larry Aronstein
PLC Associates, Inc.

It Is Happening…Many Also Past NYS 80% All Students!

Evidence: Schoolwide versus Statewide BYMOC Graduation*

*Data from NYSED

Graduation/Trends for YMOC* (2015/2016-2017/18 Data)

Institute of Technology 76%
Last three years: 87/81/76% High Needs

Valley Stream Central High School 93%
Last three years: 94/96/93% Low Needs

Elmont Memorial High School 95%
Last three years: 90/96/95% Low Needs

Metropolitan Expeditionary Learning 94%
Last 3 years: 100/100/94% High Needs

Saunders Trades and Technical
Senior High School 95%
Last three years: 94/97/95% High Needs

* Data provided by the New York State Education Department

Graduation/Trends for YMOC* (2015/2016-2017/18 Data)

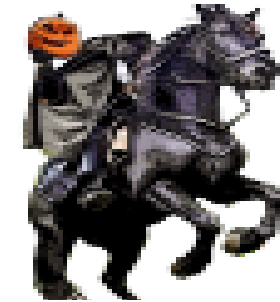Brooklyn Institute for Liberal Arts 95%
Last three years: 93/85/95% High Needs

Westbury High School 80%
Last three years: 75/81/80% High Needs

Malverne Senior High School 96%
Last three years: 93/95/96% Average Needs

McKinley Vocational High School 77%
Last three years: 77/84/77% High Needs

Sleepy Hollow High School 76%
Last three years:76/81/76% Average Needs

* Data provided by the New York State Education Department

PLC Associates: Ten Key Findings

1. Systems Approach to Operation of the School
- Clear theory of action for school design
- Organized leadership and support teams, clear academic goals, social/emotional supports, data cycles, early warning signs and action protocols, comprehensive monitoring
- Systems thinking model; immediate, effective action and follow-up supports continuous improvement

2. Strong Leadership – School and District Levels
- Extraordinarily high expectations, conveyed daily through visibility, positive messaging and continual reinforcement of the school's philosophy, mission, beliefs
- School and district practices are tightly aligned – district decisions support school practices

3. Rigorous, Relevant Curricula with High Impact Instruction
- Curricula are rigorous, relevant and clearly geared toward the areas/pathways appealing to students
- Immediate level of student interest and ownership of learning supports high engagement in learning
- Teacher expectations in the context of a high-trust, high-care environment
- Continual focus on literacy

PLC ASSOCIATES, INC.

Ten Key Findings

4. Intentionally Planned, Extended Activities/Connections Beyond Academics
- Schools, many with limited resources, maintain vast numbers of extracurricular clubs, activities and an extended day
- Prevalence of arts, music and drama as a source of enjoyment and expression for students
- Significant partnerships with various businesses/organizations provide mentoring, and expanded opportunities for students

5. Relationships and Reciprocal Respect
- Relationships are a key element with atypical (above and beyond) commitments which serve as a critical catalyst for results
- Social/emotional supports, including mentoring, are especially strong
- High-trust, respectful connection to families; school and families are partners

6. The Right Staff/Right Positions/Right Thinking
- Staff maintain a high level of personal performance and expect the same of their peers
- Selective in hiring (if conduct their own) if not – expectations are communicated in onboarding
- Staff share a common philosophy and believe in "doing whatever I have to do to pull students through"

PLC ASSOCIATES, INC.

Ten Key Findings

7. Students at the Center/Student Ownership of Learning

- Student voice is "loud and clear"
- Decisions are filtered through "whether or not this will benefit the educational, social, and/or emotional development of students"
- From the start, students are expected to "own their learning" and take responsibility for their personal path to success

8. Safe Schools with No Tolerance for Violence, Bullying, Negative Risky Behaviors

- Very few disruptions in the academic day
- No tolerance is understood by all
- Families are "on board" with these expectations and support the school in its application

9. Well-Defined Culture with Shared Accountabilities

- Culture that creates a "bedrock" for the school's operation
- Shared accountability and distributive leadership
- Everyone has an "expected role" in contributing to the school and student success - no exceptions

10. No Fail Mentality

- Clear "no fail/no excuses" thinking
- All schools resist false narratives related to family history, students' poor choices, poverty, ethnicity – "off the table"

PLC ASSOCIATES, INC.

What Is Important…What Can We Learn?

Composite Data: Factors Most Important for my Success/Coming to School (Excerpt from PLC Associates, Inc. Data Base):	All N=5182	YMOC N=1823	Staff N=617
1. The way teachers teach and are available when I need help.	87.3%	85.4%	96.8%
2. Being surrounded by students who have similar thinking and want to be successful.	78.8%	76.0%	85.0%
3. The curriculum and its relevance to me and my future plans - college and career.	83.8%	81.3%	88.4%
4. Safe place where people really care about me.	76.5%	72.1%	96.7%
5. Opportunities to participate in athletics, sports, extra-curricular activities, after school and community events.	77.8%	78.5%	91.5%
6. The positive and encouraging environment of the school with adult role models.	79.8%	75.0%	96.0%
7. My family supporting me and saying education is important.	85.3%	83.6%	91.1%
8. Opportunities to participate in decisions about the school, where staff "listens to us."	79.4%	75.8%	88.4%
9. Opportunities for Advanced Placement (AP)/College Credit Courses.	82.1%	78.9%	83.1%
10. Having mentors and "people to go to" when I have problems to work through.	80.4%	77.8%	95.8%

PLC A S S O C I A T E S, I N C.

Building Coherence
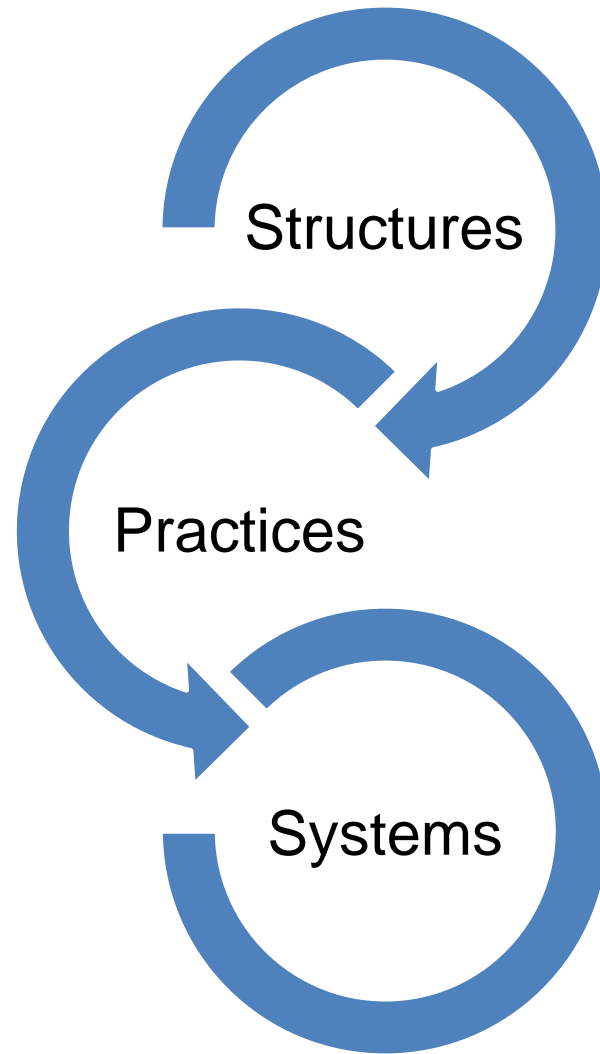
Structures, Practices, Systems = Coherence

Structures:
Building blocks of the organization. Includes groups of stakeholders, frameworks, plans...

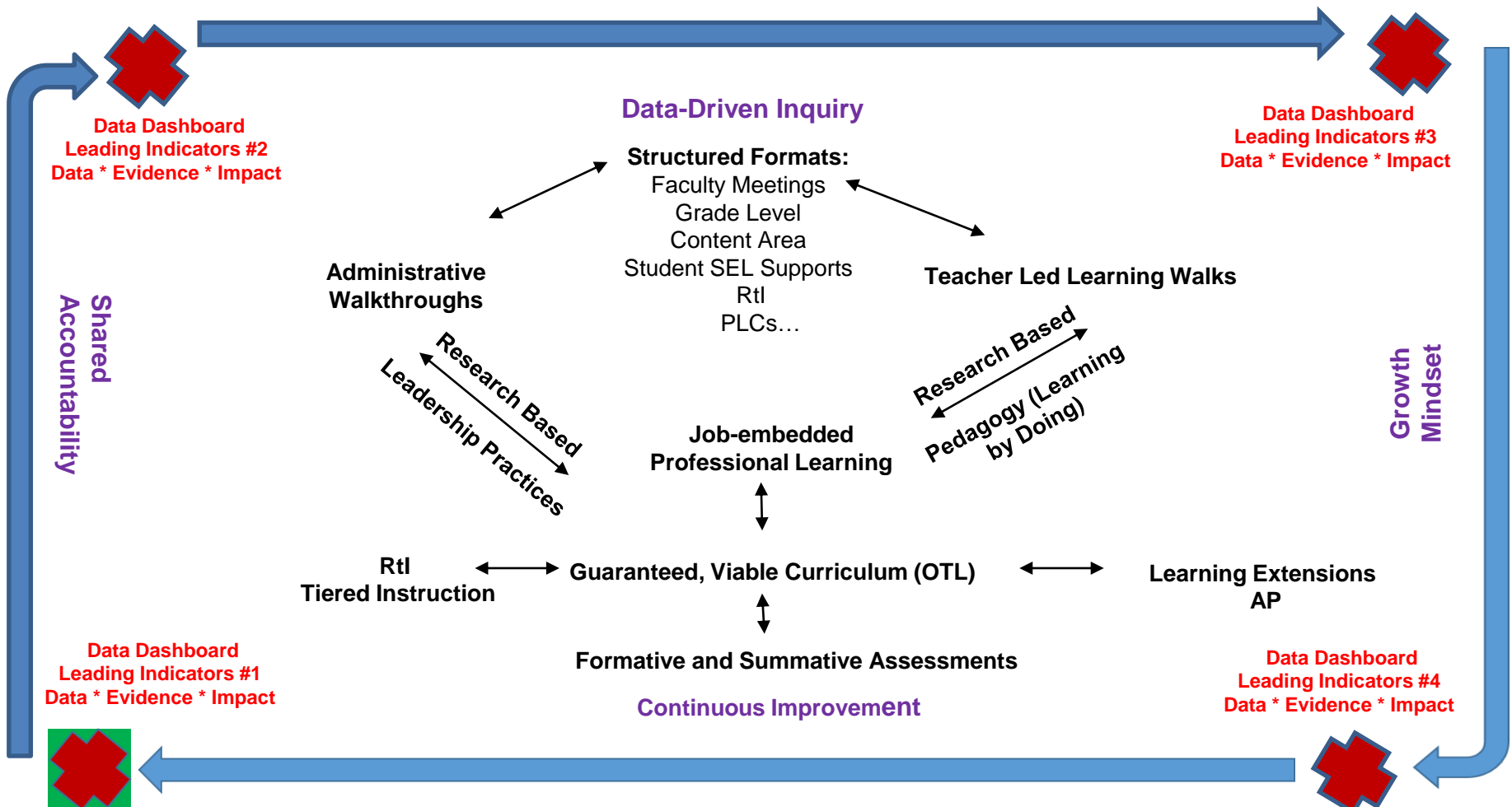|	
Grade/Content Area Teams/PLCs	School Leadership Team
Faculty Meetings	Student Support Services
Data Dashboards/Data Meetings	Mentors/Partnerships
Leadership Team	Administrative Walkthroughs
Professional Learning	Teacher-Led Learning Walks

Practices: (1 to 5?)
The way in which these structures are operationalized. Must have fidelity.

Systems:
Structures and Practices become a System when they have integrity, precision, are "full-circle" and result in a measureable impact. Schools have multiple systems, when connected, they create: **Coherence.**

PLC ASSOCIATES, INC.

PLC Associates: The High Performance Culture*

Data Dashboard Leading Indicators #2
Data * Evidence * Impact

Data Dashboard Leading Indicators #3
Data * Evidence * Impact

Data-Driven Inquiry

Structured Formats:
Faculty Meetings
Grade Level
Content Area
Student SEL Supports
RtI
PLCs…

Administrative Walkthroughs

Teacher Led Learning Walks

Shared Accountability

Growth Mindset

Research Based Leadership Practices

Research Based Pedagogy (Learning by Doing)

Job-embedded Professional Learning

RtI Tiered Instruction

Guaranteed, Viable Curriculum (OTL)

Learning Extensions AP

Formative and Summative Assessments

Data Dashboard Leading Indicators #1
Data * Evidence * Impact

Data Dashboard Leading Indicators #4
Data * Evidence * Impact

Continuous Improvement

Supported by: Goals, Mission, Beliefs – And…Your Theory of Action

*Designed by: Penny Ciaburri

When You Are Back At School…Start Reflecting!

1. What is the design of your school (academies, magnets, houses…)?
2. What is your philosophy/approach? Do you have clarity of vision/mission? Guiding principles/beliefs?
3. Have you built community partnerships to provide opportunities, events, internships?
4. How did you build a safe school? Establish behavioral guidelines/consequences? Utilize security?
5. Do you have clear and explicit goals (academic, SEDH, career/college…)?
6. Do students track their own learning and have individual goals? Scaffolds and academic supports?
7. Is your curriculum guaranteed, relevant, tied to standards and culturally responsive?
8. How do students have voice and input? Leadership opportunities?
9. What are your RtI 3 tiered interventions?
10. How do you monitor results and manage data collection? Are data cycles explicitly designed?
11. How is professional learning set up? What content? Embedded coaching? Measure impact?
12. How do you utilize PLCs or common planning time? Faculty Meetings?
13. How do you meaningfully involve families as true partners?
14. How does the school maximize and interface instructional technology?
15. Are your hiring practices connected to bringing the right people on board?
16. How does the school make interdisciplinary connections? Teacher-led learning walks?
17. What extra-curricular, after school events, sports and athletics are available?
18. Does the school offer extended courses: AP, Dual Credit, Pathways…? Students increasing participation?
19. How are you using mentoring concepts/MBK?
20. How have you addressed attendance? Chronic absenteeism?
21. How are you maximizing the role of support staff – counselors, social workers…?
22. How do administrative walkthroughs work? How is feedback delivered?
23. How do you keep your culture strong/positive? Measure it? Maintain such intensive energy and focus?
24. How is leadership (school and district) leading the charge? What are the supportive policies?
25. What are your future plans to continue on your success path?...

The list continues…

PLC ASSOCIATES, INC.

Coherence and Systems Thinking

Coherence involves putting the "right drivers" in action.

Michael Fullan

Focusing Direction (Theory of Action/Goals/Strategies)
Creating Collaborative Cultures (Learning Communities)
Deepening Learning (Curricula and Pedagogy)
Securing Accountability (Distributive Leadership)
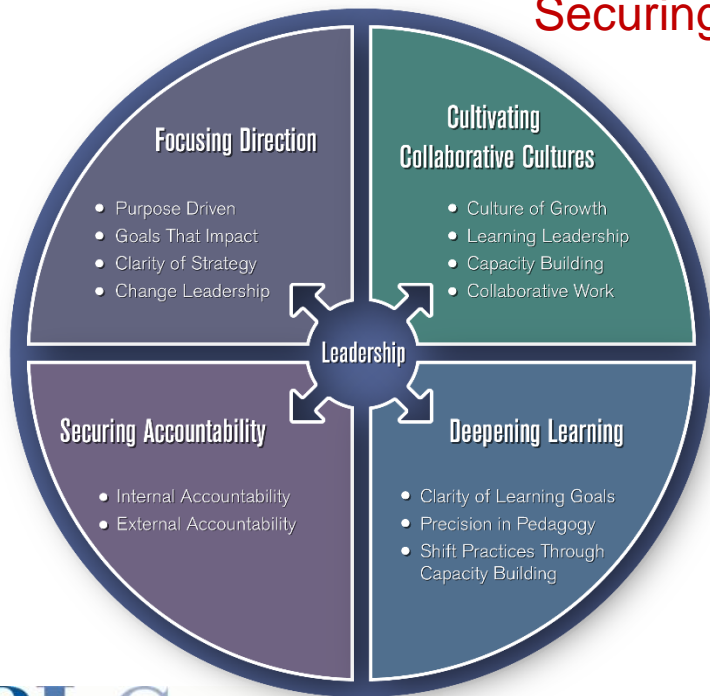
Session 2:
The Why, How and Impact of Student Engagement

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Presenter: Mr. Steven Mazzola, Saunders Trades and Technical School

Session 3:
Improving Results Using Data Cycles: Models That Yield Results

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Presenters: Dr. Marck Abraham, McKinley High School
Dr. Vincent Romano, Malverne Senior High School
Mr. David Zimbler, Westbury High School

Session 4:
The Together Everyone Achieves More (TEAM) Approach to Building a High-Performance Culture

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity and Community Engagement Services

Building People and Organizations

Presenters: Dr. Marck Abraham, McKinley High School
Mr. Steven Mazzola, Saunders Trades and Technical School
Dr. Vincent Romano, Malverne Senior High School
Mr. David Zimbler, Westbury High School

Closing Session

Report Out!
Closing Remarks

Exit Ticket
https://www.research.net/r/MP78T6Y

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Presenters: Dr. Anael Alston, Assistant Commissioner
Dr. Don-Lee Applyrs, Director of Family/Community Engagement

Thank You!

Penny L. Ciaburri, CEO
Project Lead
PLC Associates, Inc.

Dr. Anael Alston, SED Project Liaison
Assistant Commissioner, Office of Access, Equity
and Community Engagement Services

Building People and Organizations

Please complete your Exit Ticket!
https://www.research.net/r/MP78T6Y