



Continued School Planning and Goal Setting

Annual Report for Schools in Good Standing

School Year 2021 – 2022

Annual goal setting that is carefully designed and easily understood by stakeholders is an important component of all effective educational settings. This goal setting document should be based on the findings from your most recent DTDSE Report. Schools in good standing should complete the annual goal setting document below and attach a copy of their completed **DTDSE** School Review with District Oversight Report. Please type the names of the Stakeholders onto the form. All schools must include a parent in their stakeholder group. High schools must include a student in their Stakeholder Group.

This form has been aligned to meet ESSA requirements.

Please forward your report to Marianne Dixon (mdixon@buffaloschools.org) and your Associate Superintendent no later than the end of business on **Friday, October 15, 2021.**

School:	Frederick Law Olmsted #64	
Most Recent DTSDE:	TYPE OF REVIEW: SELF	DATE OF REVIEW:

List the progression of events that led to the creation of this year’s commitment:

This year’s commitments were established after an examination of where we currently are as a school community and the most important areas of improvement. Restrictions and/or setbacks due to the Covid-19 pandemic were also taken into consideration.

School-wide student instructional and behavioral data analyses, instructional walk-throughs, observations, lesson plan reviews, post-conferences with teachers, teacher feedback, feedback from school Leadership Teams, and transitions through learning models (in-person and remote) indicated the following:

- The need to ensure that all faculty (including support staff) consistently use a variety of data sources to inform lesson planning, differentiated planning and provide student feedback for continued student growth.
- The need to ensure that **all** teachers are consistently utilizing higher order thinking questions that delve deeply into text, concepts and ideas.
- The need to ensure that **all** teachers are consistently differentiating and/or providing small group instruction with skilled fidelity. *Some setbacks include limitations with small groups due to heightened safety protocols, particularly when spacing is a factor.
- Baseline Assessments indicate multiple deficiencies in phonics, phonemic awareness, reading accuracy, comprehension and writing.
- The need to ensure that all teachers are consistently monitoring and adjusting action plans after data has been analyzed and action plans created by grade level teams and/or teachers.

List all of the dates and ways in which this document will be shared with stakeholders:

Website
 Class Dojo
 School Connects
 School Newsletter
 Copy available in office
 Faculty Meeting
 SBMT
 Other: _____
 Dates shared:
 November and December 2021.

List all of the dates that revisions are made to this document throughout the year:

- Quarter 1: December 9th and 16th, 2021
- Quarter 2: February 17th and March 3rd, 2022
- Quarter 3: May 26th and June 2nd, 2022

List the primary areas that will be targeted for improvement this year **based on your most recent DTDSE review** including the data used to identify the areas for improvement, goals in each area, the actions the school will take to arrive at this improvement and anticipated barriers.

Tenet 4: Teacher Practices and Decisions
 Instruction: Teachers will engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Area of Improvement #1: Curriculum Development and Support: English Language Arts	
Corresponding Tenet # and Statement of Practice #:	<p>Tenet 4.5: Use of data, instructional practices and student learning.</p> <p>Statement of Practice 4.5: Teachers will use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</p>
<p>Data sources used to identify this area for improvement: <i>(NYS ELA Assessment (2019), District Benchmark Assessments)</i></p>	<ul style="list-style-type: none"> • Teachers use summative and formative assessments including, but not limited to <ul style="list-style-type: none"> ○ NYS ELA Assessment ○ Building based District Benchmark Assessments (DBAs) ○ DIBELS ○ Journey’s End of Selection Assessments ○ Exit Tickets ○ Teacher Data Tracker results <ul style="list-style-type: none"> ▪ Etc.

Area of Improvement #1: Curriculum Development and Support: English Language Arts

Highlights of data pointing to the need for improvement:

- Formative and/or summative assessment results revealed the following:
 - 1-3 year data trends reflect that student proficiency rates have taken a slight decline since the pandemic.
 - Quarter 1 data results indicate that some students across all grade levels are struggling with phonics, phonemic awareness, comprehension and/or writing.
 - Quarter 1 data results indicate that many students across all grade levels are performing at or above grade level and need to be further challenged.

Commitment:

1. Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs.
2. Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction.
3. Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.

Actions/activities that will be implemented to ensure commitment:

Teachers will analyze and monitor multiple data formats to provide robust instruction that meets the diverse learning needs of all students. Lesson planning and delivery will focus on (but not limited to):

Questioning

- Teachers use open-ended questions that invite students to consider and/or offer multiple possible answers.
- Student responses are highly valued. Teachers build on student responses to ask additional questions and deepen student understanding.
- Teachers use sufficient wait time for students to process questions and provide thoughtful responses.
- Teachers approach incorrect answers as learning opportunities.

Higher-Level Thinking

- Teachers provide opportunities for students to formulate hypotheses, make connections, or challenge previously held views.
- Students are asked to justify their reasoning. Students provide specific evidence to support their thinking.
- Teacher conversations allow the students to have opportunities to generate a variety of ideas and alternatives, and result in students analyzing problems from multiple perspectives and viewpoints.
- Teachers provide opportunities through the questions and prompts posed; and the activities offered for students to be cognitively challenged during lessons.

Student Discussion

- Teachers call on all of their students, including those who do not volunteer. Teachers use a variety of techniques to ensure that discussion is not dominated by a limited number of students. Students are not able to be passive observers during lessons.
- Teachers use prompts and questions that result in students being actively engaged in discussions with both peers and teachers. Students build upon other students' responses.

Area of Improvement #1: Curriculum Development and Support: English Language Arts

- Teachers establish systems and structures to create respectful risk-taking environments that afford students multiple opportunities to engage in extended and sustained discussions.

Individualization

- Teachers offer varied instructional practices based on an understanding that children have different learning needs.
- Teachers engage with students on a one-to-one basis or through small groups during student activities to provide students with supports and prompts that deepen students' understanding.
- Teacher practices display an understanding of each student's anticipated learning difficulties and misconceptions.
- IEPs are implemented in all settings.
- Teachers use differentiated prompts based on individual student need (i.e., intensive for students who have not mastered the content, fading and error correction for students with partial mastery, reminders for students at mastery.)
- Teachers conduct formative assessments prior to independent work and re-teach students who are demonstrating difficulty.
- Students with disabilities receive instructional materials in alternative formats at the same time other students receive their instructional materials.

Identify the monitoring process for each activity:

- Beginning (BOY), Middle (MOY) and End (EOY) of year assessments in reading will be conducted for students in grades K-4.
 - DIBELS (Reading)
 - Teacher revised District Benchmark Assessments (DBAs); (Reading, Writing)
- Progress Monitoring
 - DIBELS – Students performing at Intensive and Strategic levels will be progress monitored biweekly and/or monthly.
 - Weekly Journey's Assessments
- The following teams will meet at the conclusion of BOY, MOY, EOY and DBA assessments to analyze data, identify trend data, develop grade level and student action plans and monitor actions plans:
 - **PK-2 and 3-4 Data Teams**- Each data team will meet at the conclusion of aforementioned assessments to analyze grade level results and identify data trends to make teacher recommendations for areas of needed acceleration and/or remediation.
 - **Teacher Leadership Teams (TLT)**- The teacher leadership teams will correspond with Data Teams, review data team recommendations, ensure data team recommendations are disseminated to respective grade level members and determine areas of needed teacher support, PD, vertical alignment, etc.
 - **Grade Level Meetings** – will develop grade level, classroom and student action plans. Will utilize data results and action plans to guide instruction planning.
 - ***Please note: there is a teacher grade level representative and administrators on each team.

Identify anticipated barriers/strategies:

- Ensuring that all teachers consistently monitor individual student success plans.

Area of Improvement #1: Curriculum Development and Support: English Language Arts

- Ensuring that all teachers are able to implement actions/activities with skilled fidelity.

Does your plan include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will:

- provide opportunities for all children, to meet the challenging State academic standards?
- use methods and instructional strategies that strengthen the academic program in the school?
- increase the amount and quality of learning time?
- help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education?
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include:
 1. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
 2. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.
 3. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Area of Improvement #2: Curriculum Development and Support: Math

Corresponding Tenet # and Statement of Practice #:

3.5: Use of data and action planning

Statement of Practice 3.5: The school leaders and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

Data sources used to identify this area for improvement:
(*NYS Math Assessment (2019), District Benchmark Assessments*)

- Teachers use summative and formative assessments including, but not limited to
 - NYS Math Assessment
 - Building based District Benchmark Assessments (DBAs)
 - iReady (Math)
 - End of Module Assessments
 - Exit Tickets
 - Teacher Data Tracker results
 - Etc.

Identify specific data points in need of improvement:

- Formative and/or summative assessment results revealed the following:
 - 1–3-year data trends reflect that student proficiency rates have taken a slight decline since the pandemic.
 - Quarter 1 data results indicate that some students across all grade levels are struggling with Numbers and Operations (math facts (+, -, X, /), regrouping, etc.) Measurement and Data, Geometry, Algebra and Algebraic Thinking
 - Quarter 1 data results indicate that many students across all grade levels are performing at or above grade level and need to be further challenged.

Commitment:

- School leaders cultivate exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. (Data Teams, Teacher Leaders Teams, GLMs, etc.)
- School leaders and teachers actively develop multiple points of assessments for students, that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based.
- School leaders and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning. (Data Teams, Teacher Leaders Teams, GLMs, etc.)

Area of Improvement #2: Curriculum Development and Support: Math

Actions/activities that will be implemented to ensure commitment:

Complex Activities and Materials

- Curriculum activities emphasize 21st century skills such as collaboration, digital literacy, critical thinking, and problem-solving.
- Teachers incorporate resources and (district approved) materials into lessons to extend students' thinking beyond the curriculum text.
- Planned tasks are challenging and incorporate instructional strategies intended to expand student thinking/inquiry and actively engage students in the lesson content. Students are engaged in productive struggle with text, tasks, and ideas.

Accessible Activities and Materials

- Activities are designed based on a knowledge of students' learning and academic needs.
- Materials are adapted, and learning supports are provided so individual and groups of students can access challenging materials to meet and exceed learning goals.
- Teachers incorporate hands-on learning experiences and multiple modalities to help students better understand concepts.
- Students with disabilities receive instructional materials in alternative formats at the same time other students receive their instructional materials.

Identify the monitoring process for each activity:

- Beginning (BOY), Middle (MOY) and End (EOY) of year assessments in reading and math will be conducted for students in grades K-4.
 - DIBELS (Reading)
 - iReady (Math)
 - Teacher revised District Benchmark Assessments (DBAs); Math
- Progress Monitoring
 - iReady – Students performing at Intensive and Strategic levels will be progress monitored biweekly and/or monthly.
- The following teams will meet at the conclusion of BOY, MOY, EOY and DBA assessments to analyze data, identify trend data, develop grade level and student action plans and monitor actions plans:
 - **PK-2 and 3-4 Data Teams**- Each data team will meet at the conclusion of aforementioned assessments to analyze grade level results and identify data trends to make teacher recommendations for areas of needed acceleration and/or remediation.
 - **Teacher Leadership Teams (TLT)**- The teacher leadership teams will correspond with Data Teams, review data team recommendations, ensure data team recommendations are disseminated to respective grade level members and determine areas of needed teacher support, PD, vertical alignment, etc.
 - **Grade Level Meetings** – will develop grade level, classroom and student action plans. Will utilize data results and action plans to guide instruction planning.
 - ***Please note: there is a teacher grade level representative and administrators on each team.

Identify anticipated barriers/strategies:

Area of Improvement #2: Curriculum Development and Support: Math

- Ensuring that all teachers consistently monitor individual student success plans.
- Ensuring that all teachers are able to implement actions/activities with skilled fidelity.

Does your plan include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will:

- provide opportunities for all children, to meet the challenging State academic standards?
- use methods and instructional strategies that strengthen the academic program in the school?
- increase the amount and quality of learning time?
- help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education?
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include:

1. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
2. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.
3. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Area of Improvement #3: Survey-Related Goal- N/A (PK-4)

Please refer to the Ed Climate Survey results in your school's data folder located in Schoology.

Early Childhood Centers are exempt from this goal.

(This section does not apply to ECC)

Use results from the Ed Climate Survey located in your school's Data folder in Schoology. Please contact Dr. Lorenda Chisolm with questions or concerns.

Corresponding Tenet # and Statement of Practice #:

Data sources used to identify this area for improvement: 2021 Ed Climate Survey

Identify specific data points in need of improvement:

Commitment:

Actions/activities that will be implemented to ensure commitment:

Identify the monitoring process for each activity:

Identify anticipated barriers/strategies:

Area of Improvement #4: Student Social and Emotional Developmental Health

Corresponding Tenet # and Statement of Practice #:

Tenet 5.3: Vision for social and emotional developmental health

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

Data sources used to identify this area for improvement:

- Daily attendance records
- Social- Emotional survey
- Parent-Teacher Correspondence Tab on Infinite Campus)
- Parent Referrals
- Office Disciplinary Referrals (ODRs)
- Assessments
- Check-in-Check-out

Identify specific data points in need of improvement:

- Parent Referrals
- Teacher Referrals
- ODRs
- Assessments
- Check-in-Check-out

Commitment:

- All school constituents will be able to articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success.
 - Share/Develop during- School Based Management Team (SBMT) Meetings, Faculty Meetings, GLMs, etc.
- There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills.
 - The SST (Student Support Team) will work with stakeholder groups to further develop our Character Education curriculum based on the unique needs of the students that we service.
 - School #64 will continue to expand our Character Education emphasis with a class-based approach to ensure safety and proper social distancing.
- Professional development will be provided to build staff capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.
 - Our SST staff will work with teachers and staff to provide research-based strategies that will be implemented throughout the building.

Actions/activities that will be implemented to ensure commitment:

- Promote a character trait for each month of the school year.

Area of Improvement #4: Student Social and Emotional Developmental Health

- Recognition of *Students of the Month* who exemplify that month's characteristics.
- Provide teachers with lessons that support the teaching the character trait of the month to students.
- Provide de-escalation training and follow-up training for our teachers and staff on the social and emotional needs of our students as needed.
- For students who have unique needs, SST will provide assistance in connecting the home with outside resources.
- **Linking Students to Supports**
 - The school has a system in place to identify students who might benefit from non-academic support from outside providers and assist families in connecting with the necessary resources.
 - Families and students understand how to raise concerns with the school staff so that their children can receive additional support when necessary.

Identify the monitoring process for each activity:

- School leaders and SST members will meet 1x/per cycle to monitor and determine areas of support
 - Soc/Emo
 - Behavioral
 - Academic
 - Attendance
 - Etc.
- SST members will meet with grade level teams bi-monthly and/or as needed to provide training, share trend data, problem solve, provide teacher supports in the areas of:
 - Referral Process
 - Tiered Interventions and Supports
 - Etc.

Identify anticipated barriers/strategies:

- Many of our teachers, aides and assistants lack training in the area of social/emotional health. This affects their ability to recognize issues that may be apparent in students and also hampers their assistance in combating these concerns.
- Our school has students with significant social/emotional needs. The severity of the needs monopolizes the assistance of our SST team.

Does the SWP Plan include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may include:**

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.)
- Implementation of a school wide tiered model to prevent and address problem behavior, and early

X services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Area of Improvement #5: Family and Community Engagement

Corresponding Tenet # and Statement of Practice #:

Tenet 6.3: Reciprocal Communication

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

Data sources used to identify this area for improvement:

- Parental feedback/concerns
- Community feedback/concerns
- Teacher feedback/concerns

Highlights of data pointing to the need for improvement:

- Despite the school having multiple modes of communication to families (ConnectEd calls, emails and texts, paper notices sent home, calendars, etc.) some parents still report that they do not receive notices home.
- Some parents have created a social media platform in which incorrect information is shared or given to other parents.
- Approximately 20% of our student are enrolled in a Dual Language program, yet many notices are not translated when sent home.
- The makeup of students who apply to our school is not a perfect representation of our district's city demographics.

Commitment:

- The administrative team and PTO will survey parents to determine the preferred methods of communication.
- A school website will be created and shared with stakeholder groups by May 2022. A staff member will be assigned to update and post weekly updates. The website will be monitored by the administrative team weekly.
- The school will utilize the Multilingual Department and school resources (i.e. - Spanish speaking typist and Bilingual teachers) to translate documents sent home to families.
- The school will distribute school admissions testing communication to pre-k programs and community centers city-wide.
- The school staff will validate the diversity of culture held by families and community members and provide a space to celebrate their culture and background.
- The school staff provides opportunities for purposeful and authentic dialogue about school achievement, for all families so that all parties can participate.

Actions/activities that will be implemented to ensure commitment:

- The administrative team will collaborate with the school's Parent Facilitator, PTO and School Leadership Team in order to survey parents on the most effective ways to engage in effective planning and reciprocal communication with family and community stakeholders.
- The administrative team will work with the school's Parent Facilitator, PTO and School Leadership Team in order to create/update our school website to optimize modes of communicating information with stakeholders.
- The administrative team will work with the district's Multilingual Department and Dual Language Immersion teachers in order to translate documents sent home to the families of DLI and/or ENL students.
- The administrative team will collaborate with the district's Central Registration Center, Multilingual Department and community stakeholders on ways to continue to expand our reach when communicating testing and admissions process information to the city-wide community.

Area of Improvement #5: Family and Community Engagement

Identify the monitoring process for each activity:

- Complete revisions to communication protocols with stakeholder teams by the end of December 2021.
- Assign staff to monitor and make weekly updates to the school website.
- Create survey to be given throughout the school year to determine additional needs and assess the effectiveness of our communication methods.

Identify anticipated barriers/strategies:

- Maintaining/monitoring weekly updates to website and social media accounts. The School Based Management Team will be used as a committee to support recommendations and communication to stakeholder groups.
- Working with other departments that may have different priorities at any given time.

Stakeholder Signature Page

Date:

November 17, 2021

Name (printed)	Signature	Role* <small>ONLY USE THE ROLES AS OUTLINED BELOW</small>
Marquita Bryant	<i>Marquita Bryant</i>	Administrator
Joshua Freeburg	<i>Joshua Freeburg</i>	Administrator
Alyssa Klink	<i>Alyssa Klink</i>	Teacher
Dana Pepe	<i>Dana Pepe</i>	Teacher

*Roles:

Administrator
Parent – DPCC
Teacher

Community Member
Parent – PTO
Teacher – BTF Delegate

Parent – Facilitator
Parent – Other
Teacher Asst/Aide

Student