2020-21 Non-Receivership Mid-Year Report

1003(g) School Improvement Grant (SIG 6 and 7) 2020-21

Former Persistently Struggling Schools (PSS)* receiving the Persistently Struggling Schools Grant (PSSG) in 2020-21

And Former Receivership Schools* receiving the Community Schools Grant (CSG) in 2020-21

September 1, 2020 – January 15, 2021 (Due January 31, 2021)

Name of School District	Name of school	School BEDS Code		
Buffalo Public Schools	Dr. Charles. R Drew Science PS #59	140600010059		
Select applicable Grant				
SIG 6 and/or SIG 7	PSSG	CSG X		
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment
Name	Date of Appointment (If new, attach resume)	PK-8	NA	Total enrollment: 722
				ELL %: 19.11
Dr. Mirlene Dere	7/2017			SWD%: 27.84
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School Comprehensive	*Brief* Analysis/Report Out of Overall Implementation Status		

	Education Plan (if applicable) as Rated by the District	
Name and Contact Information	(Red/Yellow/Green)	Dr. Charles R. Drew Science Magnet School #59 (Drew #59) throughout this school year has focused on our demonstrable growth indicators, of which we attained 8 out of 11 indicators for the 2018-19 school year. The current transition to 100% remote learning has included a focus of creating high quality aligned lesson plans, expanded technology use, Data Driven Instruction (DDI) and virtual student engagement.
Associate Superintendent, Contann Dabney cdabney@buffaloschools.org	Green	Drew #59 is still focusing on our three Big Rocks. We are continuing to implement the building's priority literacy and math plans to meet the needs of all learners. The Schools' administrative team has continued to complete virtual walk-throughs in classrooms to give teachers specific feedback on instruction to support the achievement of our priority plans. Grade level meetings and Common Planning Time (CPT) agendas have been set based on the needs of the building as determined by the observation data from walk through tools, as well as lesson plans and DBA data. It will include the review of testing protocols to ensure successful completion of the upcoming NYS assessments in grades 3-8. Encore teachers meet weekly to remain informed about the ELA and Math plans that the building is implementing. The concept of community drives activities at Drew #59. Greater community engagement promotes a more positive school climate. Positive incentives have been established for students at both the Museum and the Annex sites. We have added monthly virtual incentives by grade level for grades 3-8 level. Students had the opportunity to movies, dance, parties, show and tell, pet parades, virtual escape rooms, student hangout rooms, and virtual field trips.

Attention –This document serves as the Progress Review Report for non-receivership schools now receiving either SIG, CSG or PSSG funds. The document is intended to be completed by the Superintendents of Schools and/or their designee and submitted electronically to OISR@NYSED.gov.

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Directions – District and school staff should respond to the _Analysis/Report Out_ sections of this document by both **analyzing and summarizing** the key initiatives put in place via the SIG (6 and/or 7), PSSG and CSG funding and in alignment with the continuation plan, and report on the impact of those key strategies on student learning outcomes.

1. **METRICS**

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that _summarize_ on-going and formative data used to address student needs and determine progress toward student achievement goals.	
Key Questions/Prompts	Analysis / Report Out
Describe student performance trends in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms).	**See chart below** **Dr. Charles R. Drew Science Magnet, PS#59** GOALS AND TARGETS 2019-20 MIP (Measures of Interim Progress) | SCHOOL	SUBJECT NAME	GROUP NAME	ACTUAL 2018-19 PI	2018-19 DISTRICT/ SCHOOL MIP	2019-20 DISTRICT/ SCHOOL MIP	2020-21 DISTRICT/ SCHOOL MIP	2021-22 DISTRICT/ SCHOOL MIP
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059	ELA	All Students	51.8	48.6	55.2	61.8	68.4
059	ELA	Asian or Native Hawaiian/Other Pacific Islander	69.6	31.6	38.9	46.2	53.5
059	ELA	Black or African American	43.9	49.3	55.8	62.3	68.8
059	ELA	Economically Disadvantaged	50.9	48.5	55.1	61.7	68.3
059	ELA	English Language Learners	22.6	24.1	31.8	39.5	47.2
059	ELA	Hispanic or Latino	69.7	50.5	57	63.5	70
059	ELA	Students with Disabilities	19.2	28.6	36.1	43.6	51.1
059	ELA	White	68.1	65.5	71.4	77.3	83.2
059	MATH	All Students	42	41	47.9	54.8	61.7
059	MATH	Asian or Native Hawaiian/Other Pacific Islander	54.3	41.5	48.4	55.3	62.2
059	MATH	Black or African American	32.4	38.7	45.7	52.7	59.7
059	MATH	Economically Disadvantaged	41.5	41.2	48.1	55	61.9
059	MATH	English Language Learners	19.8	27.3	34.8	42.3	49.8
059	MATH	Hispanic or Latino	52.7	49.5	56	62.5	69
059	MATH	Students with Disabilities	14.7	29.9	37.3	44.7	52.1
059	MATH	White	71.6	62.9	68.9	74.9	80.9

Math

The following represents the data from the NYS Math assessment from the two most recent administrations:

	Levels 2+ (all students)	Levels 3+ (all students)	Black students (Levels 3+)	Students with Disabilities (Levels 3+)	ENL students (Levels 3+)

2018	34%	15%	13%	8%	4%
2019	30%	12%	9%	4%	4%

(data from NYSED)

This data indicates that our proficiency rate has dropped slightly for both the levels 2+ and 3+. Approximately 460 students were assessed each year. The subgroups of black students and students with disabilities have also seen a decrease in proficiency.

The following represents the data broken down by grade level:

	2018 (Levels 3+)	2019 (Levels 3+)	2018 (Levels 2+)	2019 (Levels 2+)
3	18%	18%	45%	36%
4	32%	20%	51%	43%
5	10%	7%	25%	25%
6	20%	20%	47%	24%
7	20%	11%	22%	31%
8	1%	0%	11%	13%

The following represents the BOY data from the administration of the STAR benchmark:

	Star Math Enterprise Benchmark - Distribution of Students in Each Category - District							
	BOY							
	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR	
Grade ▲	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Grade K	-	-	-	-	-	-	-	-
Grade 1	10	16%	12	19%	11	18%	29	47%
Grade 2	12	22%	8	15%	7	13%	27	50%
Grade 3	15	34%	4	9%	4	9%	21	48%
Grade 4	21	47%	6	13%	9	20%	9	20%
Grade 5	45	55%	13	16%	7	9%	17	21%
Grade 6	53	54%	25	26%	6	6%	14	14%
Grade 7	22	35%	23	37%	7	11%	10	16%
Grade 8	31	51%	14	23%	6	10%	10	16%
Summary	**209**	**41%**	**105**	**21%**	**57**	**11%**	**137**	**27%**

This benchmark assessment is adaptive and is not reflective of current grade level standards and the distribution does not align to the same proficiency percentages and the NYS state assessment. Therefore, considering the data concurrently will not give us a clear picture of performance. This data does give us an indication of the skills they possess and how they rank in comparison to the district benchmark, and what students may need intervention.

How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	**Specific School Actions for Literacy and Math 2020-21**
	Math
	In response to the levels of achievement, measures as illustrated below have been taken in effort to improve academic performance. Data from this report has been analyzed by standard to determine areas for RtI or indicate lessons where more emphasis needs to be placed. More strategic planning for RtI will occur, including making use of district-approved programs, such as Zearn and Moby Max, to provide differentiated learning opportunities for students based on their needs. Since this data is consistent to all grade levels, this needs to be a school-wide focus. To address the data related to our subgroups, the school and district have placed an increased focus on culturally and linguistically responsive teaching. By being aware of these needs and emphasizing pride, students will have a better connection to their education, which could result in increased academic performance.
	PS59 Mathematics Growth Plan 2020-21
	Focus Priority: Students Explain their thinking for Concept Development
	Why this Priority? What trends were observed in classrooms?

- Most of the students struggle with multiple step word problems.
- The students also demonstrate difficulty in articulating their thinking and chosen strategy.
- Staff began school-wide use of CUBES strategy to assist students to break down word problems the second half of the school year.
- The staff inconsistently built up students' vocabulary repertoire in mathematics throughout the modules.

What measurable goals do you hope to achieve relative to this priority?

- Students will achieve a 15% increase in NYS assessment scores in grades 3-8.
- Teachers will create at least three open-ended questions within each module based on the 3 gap analysis standards identified by the building to be the focus standards for the year that students need to master.
- Student-led math discussion/independent work time will happen for 70% of the lesson time on a daily basis.

Action Plan: What steps will you take to reach your goal?	Benchmarks: What evidence of progress will you look for?
• Share 3 focus standards for math to teachers at GLMs. Provide PD to teachers on developing open ended questions for math to embed into lesson plans with a focus on the 3 standards.	• Monitor GLM attendance to ensure that all teachers receive open ended question review. • Administration will review lesson plans to check for the inclusion of the questioning techniques in daily instruction. • Teachers will instruct multiple strategies for students to use when figuring out how to attack word problems.
• Introduce teachers to "Discussion Builders" for teachers to incorporate into daily lessons in order to engage students in explaining their answers in math class.	• Monitor GLM attendance to ensure that all teachers are trained on Discussion Builders. • Teachers will use peer collaboration (ie: turn and talk, group discussion) to allow students to discussion problem solving strategies.
• Teachers share best practices to develop HOT questions based on exit ticket data to help students explain their thinking in writing.	• Administrators will monitor use of exit tickets and give feedback on the open-ended questions utilized to assist teachers implement and improve questioning techniques. • GLM/CPT to share best practices of teachers who have had academic success and growth.
• Teacher modeling examples and non-examples of answers using discussion builders to help students better understand how to incorporate them successfully in math to explain their thinking.	• Administrators will monitor this through classroom observations and review of daily lesson plans.
• Use of SUTW strategies to enhance vocabulary reinforcement to help with explaining students' thinking in math.	• Teachers will display student work samples of SUTW vocabulary worksheets in class and update them with each module.
• Review various student talk strategies in GLM and give the directive that student talk time/independent work should be increased to 70% of the class.	• Teachers will utilize this planning and administration will follow with classroom observations.

How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	

PS 59 Dr. Charles R.

PS59 Literacy Growth Plan 2020-21	
Focus Priority: All students read independently for ELA (close reading)	

Why this Priority? What trends were observed in classrooms?

- Student scores indicate a need for increased opportunities for independent reading incorporated throughout the day.
- District assessments indicate students need to have increased to read text independently and respond to comprehension questions.
- The testing results indicate a need for utilization of increased mastery of critical thinking skills to promote further cognitive engagement.

What measurable goals do you hope to achieve in relation to this priority?

- 15% increase in overall NYS assessment 2020 test scores.
- Evidence that learning areas with differentiated objectives have been incorporated into daily lesson plans and instruction.
- Flexible grouping based on student exit tickets and data points that are re-evaluated on a weekly basis for core instructional groupings.
- K-5 teachers will review DIBELS PM data every 6 weeks to ensure that students are placed in groupings that best fit current needs.
- 6-8 grade teachers will review DBA and exit ticket data to ensure that students are placed in groupings that best fit their current needs.

Action Plan: What steps will you take to reach your goal?	Benchmarks: What evidence of progress will you look for?
● Review of myON/Lexia at Grade-Level Meetings (GLM) to ensure that all teachers understand how to: 　o Turn off audio 　o Assign books/activities and myON/Lexia assignments ● Set the expectation that myON and Lexia will be used at learning areas when teachers are not presenting/leading small groups.	● Monitor GLM attendance to ensure that all teachers receive myON/Lexia review. ● Administrators will monitor Lexia/myON usage through reports and classroom observations.
● Implement the 21-day planner with fidelity for small group instruction in order to ensure successful independent reading practices.	● Administrators will monitor through classroom observations and triangulating data.
● Use of word walls and SUTW strategies in all content areas to promote vocabulary growth to allow for more successful independent reading.	● Teachers will have an up to date word wall that corresponds with the unit of instruction, and lesson plans that incorporate SUTW strategies.
● Start a 25 independent reading book campaign for each student and provide incentives for the classes that achieve the best level of completion at the end of every quarter.	● The librarian and group of classroom teachers will create a reading committee to set up a reading campaign that the librarian will lead and create a visual for to show progress.
● Elite team will review with teachers their vertical alignment of grade level reading skills and expectations so that teachers can better understand how the skills build upon each other at every grade level.	● The Elite Team will create a presentation to share with faculty members and utilize a GLM to share its findings.
● Teachers will backwards plan to incorporate higher order open-ended	● Teachers will show planning in their daily lesson

Student Attendance - Please complete the prompts/questions below.		

	2020-21 Year-to-Date	
Average Daily Student Attendance Rate (%)	83.30%	

Key Questions/Prompts	Analysis / Report Out
Describe patterns of student attendance data and how the attendance data is collected.	

Grade	Enrollment	Percentage (ADA)
PK	32	94.52
K	70	78.21
1	78	88.16
2	74	77.56
3	48	89.62
4	55	84.45
5	91	85.54
6	103	81.04
7	89	85.26
8	99	82.57
TOTAL	739	83.3

Chronic Absenteeism:

School	School Year	Chronic Rate	Severe Rate
59 Museum	2017-2018	24%	7%
59 Museum	2018-2019	29%	9%
59 Museum	2019-2020	19%	4%
59 Museum	2020-2021	19%	32%
59 Annex	2017-2018	28%	15%
59 Annex	2018-2019	29%	15%
59 Annex	2019-2020	27%	17%
59 Annex	2020-2021	17%	36%

How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.	Statistics indicate that current attendance promotion activities need to extend more intensively into the larger #59 community. A twice-yearly letter campaign specifically authored by Drew #59 administrators will be incorporated into already existing initiatives by the attendance office. The letter will emphasize parental involvement necessary to increase overall attendance rates as charted below.

School Actions to meet goal of 92% attendance in 2020-21 school year

Activity	Description	Timeline	Responsibility
Attendance Data	● Attendance data will be shared and posted on a monthly basis through SBMT, email, faculty meetings, weekly bulletin, committee meetings. Teachers will be asked to encourage students with "chronic" and "severe" attendance problems to attend school daily.	Monthly 20-21 SY	Administration Homeroom Teachers Data Coach PBIS Coach
Classroom Attendance Incentive	● Teachers will be encouraged to have a classroom attendance incentive. Classrooms with the highest attendance rate each semester will receive recognition on AM announcements.	Quarterly 20-21 SY	Homeroom Teachers Attendance Liaison PBIS Coach	

		• Students with perfect attendance are recognized and rewarded with a certificate quarterly.		
	PBIS Monthly Celebrations	• Students earn points throughout the month including attendance and participation in virtual classrooms. End of month celebrations are awarded to students who have fulfilled earned points for the month.	Monthly 20-21 SY	Teachers PBIS Coach
	Parent Liaison	• Parent Liaison will contact family via phone calls, classroom dojo messages, text messages to facilitate relationship between school, students, and families as students remain 100% remote learners.	Weekly 20-21 SY	Parent Liaison
	Attendance Liaison	• The attendance liaison works with those students with the most severe/chronic attendance issues. If interventions in Tier 1 and Tier 2 are not successful for students they are referred Tier 3, attendance liaison. Tier 3 includes letters, phone calls, home visits, referrals to outside resources - Child & Family Services, CPS, Say Yes, and PINS/Family Court.	20-21 SY	Attendance liaison Teachers
	Attendance Check and Connect	• The attendance liaison will check in and out with students and families who have a pattern of being tardy or absent from school	Weekly 20-21 SY	Guidance Counselor Attendance liaison Mentor Teachers

Teacher Attendance - Please complete the prompts/questions below.		
	2020-21 Year-to-Date	
Average Daily Teacher Attendance Rate (%)	98.13%	

Key Questions/Prompts	Analysis / Report Out
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	A monthly summary of teacher attendance shows teacher absence has been a rare occurrence this school year. There are very few instances of long-term unexcused absences. After analyzing attendance data and speaking to faculty, family illness is the reason for most of the long-term illness. We have encouraged staff to maintain health and wellness by referring them to district programs and resources. Faculty has worked remotely for most of the school year with a period of reporting to building at least two days per week. Many faculty requested accommodations and worked 100% remotely during the beginning (September - January) of the 2020-2021 school year.
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.	School Actions to meet goal of 95% teacher attendance in 2020-21 school year.

School Actions table:

Activity	Description	Timeline	Responsibility
Staff Reinforcement Certificates	● Teachers receive 'Drewie' certificates at monthly faculty meetings for making a positive impact in the school community	Monthly 20-21 SY	Administration Teachers
Grade-level and Common Planning time meetings	● Teachers are provided two meeting times per week to discuss student data and time to plan	Weekly 20-21 SY	Administration Teachers Data Coach PBIS Coach
Weekly bulletin achievements	● Staff who make a positive impact to the school community are highlighted in the weekly bulletin	Weekly 20-21 SY	Teachers Administration

Student Social Emotional Support and Discipline Referrals- Describe student social emotional support and discipline referrals made to address any disruption to the educational process or to improve student engagement. Include actions taken in the School Improvement Plan in your analysis summary. Discuss the goals/key strategies from the approved School Improvement Plan which are aligned with this metric.

	2020-21 Year-to-Date	
Office Discipline Referrals (#)	8	

Key Questions/Prompts	Analysis / Report Out
Describe patterns of student social emotional support and discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	Short Term- Museum Short Term- Annex Long Term- Museum

Long Term- Annex

Annual Unsuspended Rate

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
	100.00%	98.53%	99.12%	95.01%	98.18%	98.75%	98.90%

How do these patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.	During the 2020-21 school year, Dr. Charles R Drew Science Magnet School 59 promoted positive behaviors in and out of school. We continue to implement restorative practices at both buildings, and utilize PBIS incentives to achieve a productive school climate and culture with a focus on learning, decreased instances and intensity of bullying episodes and other serious infractions in the virtual learning environment, and use Parent Liaisons to establish and build rapport with our families during the pandemic and beyond.

- In-House Services:
  - Check and Connect
  - Student Support Team (SST) staff
  - Attendance monitoring system
  - Social Academic Intervention Groups (SAIG)
  - Guidance Counselor

School Actions to meet goal of at least a 20% reduction in suspensions in 2020-21 school year

Activity	Description	Timeline	Responsibility
PCILS- Parent Conference in Lieu of Suspension	• Calls will be made to parents and letters sent home to attempt a resolution conference prior to a suspension for all infractions that aren't deemed to be serious safety issues or violent and dangerous (See Code of Conduct Levels of Interventions and Responses)	20-21 SY	Administration School Clerk PBIS Team SST
Quarterly Awards/weekly announcements	• Students will receive certificates at award breakfast with parents • A PBIS champion wall will be created in parent room to honor recipients	Quarterly 20-21 SY	Administration – Track ODR's in Infinite Campus

		● Academic achievement and making positive choices will be rewarded and celebrated with parental invitations quarterly		PBIS Team – SSR Room Log monitor for awards and announcements BPS Cafeteria Staff- Breakfast planning
	PBIS Behavior Matrix	● The matrix will be posted throughout the school and reviewed with students virtually ● A completed copy of the school-wide PBIS Behavior matrix will be sent home in addition to the Code of Conduct and Parent Compact ● Morning Announcements will reinforce student pledge aligned to Character Counts program	Daily 20-21 SY	Classroom teachers PBIS Team
	Suspension Data	● Suspension data will be shared with faculty and staff monthly (SBMT, email, faculty meetings, committee meetings). Teachers will be asked to communicate with SST, counselor and PBIS team regarding the students with "chronic" and "severe" behavior problems.	Monthly 20-21 SY	Administration – SBMT, faculty meetings Homeroom Teachers PBIS Team
	Positive reinforcement Incentives	● Students will participate in the selection of incentive(s) to create a positive culture and climate.	20-21 SY Monthly	PBIS Team
	PBIS Matrix lessons	● Lessons will be taught whole-group and small group to Grade Pre-K to 8 students via learning stations. The goal will be to focus on acceptable remote learning behavior, peer interactions and digital citizenship. These areas should be revisited daily for the first weeks of school and subsequently on a monthly basis. Practicing expected behavior is essential to achieving success. Teachers are expected to regularly model desired behaviors	September and January 20-21 SY	Faculty and Staff PBIS Team

		● Lessons will include Use of Chat, Camera interactions, mute/ unmute, teacher interaction, and peer interaction.		
	TIER 2 and TIER 3 meetings	● SST at both sites will schedule and hold weekly meetings to layer support services to our neediest students and families. The team will look at students that need CICO, Check and Connect, SAIG groups, and BIP supports. Students will be monitored to determine the efficacy of current supports.	Weekly 20-21 SY	Staff SST Administration

Extended Learning Time (If applicable) – *Average Extended Learning Time (ELT).* Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year.	
Key Questions/Prompts	Analysis / Report Out
Please describe the process in place to ensure that the unique educational needs of all students will be met. Address strategy and interventions used during this reporting period.	*To date our Extended Learning Program has not serviced students during the 2020-2021 school year.
How do trends suggest the need for specific strategy adjustment or interventions to ensure the unique educational needs of all students will be met? Include opportunities offered during this reporting period.	

2. **PROJECT PLAN IMPLEMENTATION**

Key Strategies List the Key Strategy(s) from your approved SIG, PSSG and/or CSG Plan		Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG, PSSG and/or CSG Plan.
1.	Math Strategy	🟩	Teachers will create small groups based on exit tickets. Once a week, the exit ticket will include a section to explain student thinking using a question derived from state assessments.
2.	ELA Strategy	🟩	Students will read independently every day using district-created IVF template to show evidence of independent reading and writing and will be measured quarterly by teachers through our building reading incentive.
3.	Student Support Strategy	🟩	Using ODR data to pair teachers with best practices in classroom management by partnering teacher with low ODR data with teachers who have high ODR data and conduct quarterly meetings.

Key Strategies - Identify any key strategies being implemented during the current reporting period that are *not described above,* but are embedded in the approved School Improvement Plan, if applicable, SIG, PSSG and/or CSG budget instrumental in meeting projected school improvement outcomes. *(Add additional rows as needed.)*

3. **BUDGET/FISCAL ***

Expenditures	Grant: SIG, PSSG and/or	Status (R/Y/G)	Analysis/Report Out

	CSG		If expenditures from the approved SIG, PSSG and/or CSG FS-10 and Budget Narrative are on target, describe their impact regarding the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.
$0.00	CSG		The Community School Grant is exhausted.

* Supporting fiscal documents should be available upon request.