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 City School District	Hamlin Park Claude & Ouida Clapp Academy #74	140600010074		
Select applicable Grant				
SIG 6	PSSG	CSG		
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)	PreK-8	NA	Total enrollment: 415
				ELL %: 8%
Mr. Patrick Cook	October 27, 2016			SWD%: 16%
District Person Responsible for Program Oversight and Report Validation	**Implementation Status of the School Comprehensive Education Plan (if applicable) as Rated by the District**	**_Brief_ Analysis/Report Out of Overall Implementation Status**		
Name and Contact Information	(Red/Yellow/Green)	Hamlin Park Claude & Ouida Clapp Academy #74 has earned the distinction of a School in Good Standing. The awarding of the School Improvement Grant has allowed the school to make systemic changes in the preparation, differentiation, and delivery of instruction. The		
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		COVID-19 pandemic has caused us to reformat this delivery of instruction. Professional development and family support have centered around best practices in the virtual platform. School 74 has progressed from mainly teacher centered instruction to student centered classrooms in which student engagement and collaboration are evident. Additional key goals and strategies have been identified for the 2020-2021 school year including virtual student engagement strategies and the implementation of the data driven instruction process with fidelity. School 74 continues to prioritize social emotional learning through multiple approaches including Character Counts!, check in and check out, and culturally and linguistically responsive instruction.

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.
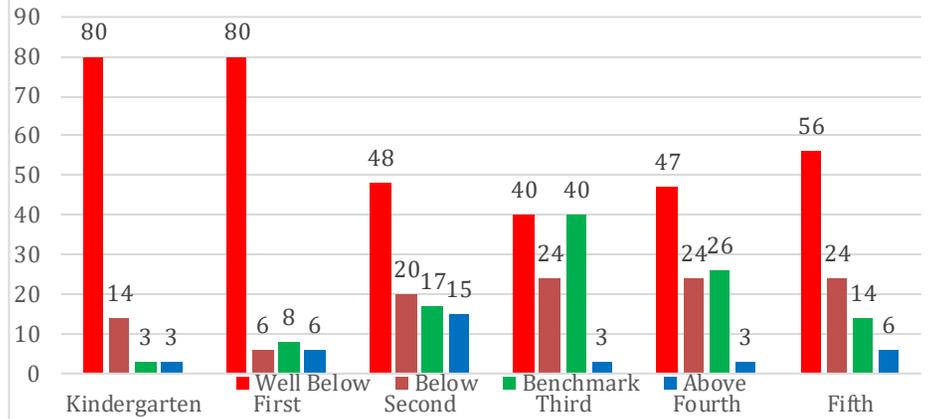
Key

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.
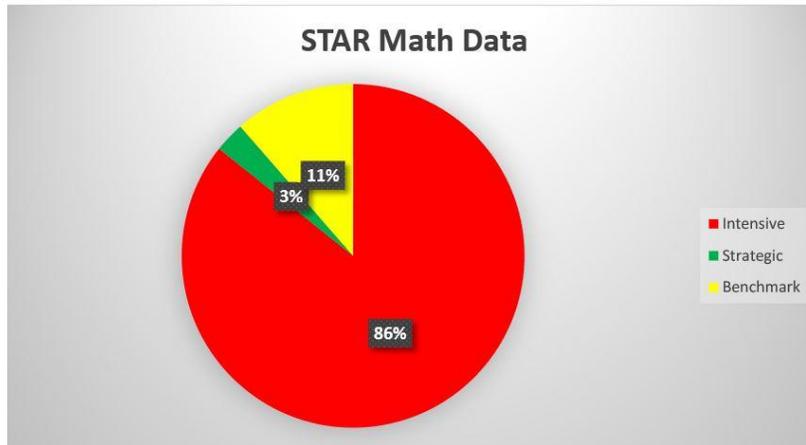
1. **METRICS**

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).	During the 2020-2021 remote school year, it has been noted that virtual instruction has been difficult for some students. Particularly, early literacy instruction is a challenge through the virtual platform. It is difficult to provide the necessary level of social emotional support and wrap around services for our neediest students. Our BOY testing indicated that a significant number of students were performing below grade level due to the learning disruption that occurred last spring (COVID-19). (See Attached Data) Curriculum was readjusted to address gaps in instruction and incorporate opportunities to address focus skills from the previous year. For example, 80% of Kindergarten students and first grade students are performing well below benchmark on the DIBELS assessment. The chart below details the beginning of the year DIBELS assessment.

2020 SCHOOL 74 BOY DIBELS DATA

A bar chart showing DIBELS data by grade level with categories Well Below (red), Below (brown), Benchmark (green), and Above (blue):

Grade	Well Below	Below	Benchmark	Above
Kindergarten	80	14	3	3
First	80	6	8	6
Second	48	20	17	15
Third	40	24	40	3
Fourth	47	24	26	3
Fifth	56	24	14	6

The chart below details the beginning of the year STAR Math assessment results.

STAR Math Data

Pie chart:
- Intensive (red): 86%
- Strategic (green): 3%
- Benchmark (yellow): 11%

Students have been placed into RTI groups based on data such as DIBELS, STAR Math, and MobyMax assessments. These RTI groups meet daily. Data is reviewed after 6 weeks and new groups are formed or adjusted. As we near our middle of the year assessments, students will be reassigned based on assessment outcomes.

How do these data/trends suggest the need for specific	Based on these observations and data points, ongoing professional development and grade level meetings continued to focus on the use of this data to inform instruction and target specific student needs. Our reading teacher and support staff service students struggling with

strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	foundational literacy and math skills. Our literacy coach and reading teacher recorded Heggerty Lessons to provide targeted Phonics instruction for our early learners. Individual math manipulative kits were distributed to students for use at home to help students move from concrete to abstract learning. Extra practice packets were prepared and delivered to struggling students. Teacher assistants utilized break out rooms to provide additional practice and support.

Student Attendance - Please complete the prompts/questions below.

	2020-21 Year-to-Date	
Average Daily Student Attendance Rate (%)	84.78%	
Key Questions/Prompts	Analysis / Report Out	
Describe patterns of student attendance data and how the attendance data is collected.	During the 2020-2021 school year, the daily average student attendance rate was 84.78%. Through Infinite Campus, teachers collect and monitor daily attendance. Teachers maintain a communication log to document interaction with students and families. Our chronic absentee rate reached 21%. Several problematic areas were identified. One of these areas was the late rollout of electronic devices for Pre-K to Grade 2 due to shipping delays. Our 7th and 8th grade attendance was low as well. To improve daily attendance, teachers and school personal attempted to contact any family who did not log in during homeroom. Students were afforded numerous avenues to gain credit for attendance. These options were reviewed with students and parents so that all were aware of the many way's attendance can be achieved. Students are marked in attendance for any synchronous and asynchronous activities completed throughout the day. Students receive attendance credit for signing into Schoology, attending Teams meetings as well as working on academic programs such as MobyMax and Lexia.	
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.	Intermittent technological difficulties proved to be challenging in terms of student attendance .Lack of experience with devices and learning platforms led to initial operator error as parents and students learned together. Help was provided virtually and in person to both parents and students to alleviate these concerns. Based on these interactions, school personnel supported families both at school and during home visits with any issues. Issues that could not be resolved through school personnel were referred to district level support. Approximately 40 devices have been replaced due to malfunction. School follow up continued until those students were regularly attending class. Over 50 home visits were made to assist with device issues and the acquisition of learning platforms. As a result, request for technology assistance has reduced by 50 % as evidenced by our parent email/ phone call log. To improve student attendance, a school support plan was developed. Any student with attendance concerns was reported to the Student Support Team (SST) and attendance teacher. SST representatives and attendance teacher contacted the families to offer support and determine student needs	

Teacher Attendance - Please complete the prompts/questions below.

	2020-21 Year-to-Date	
Average Daily Teacher Attendance Rate (%)	99.10%	
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.).	During the 2020-2021 school year, teacher attendance has greatly improved through the ability to work remotely. Most teacher absenteeism has been due to unforeseen personal and family emergencies. Teachers can work through minor illnesses that would typically prevent their in-person attendance.	

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.	Currently, no interventions/strategies to improve teacher attendance are necessary.

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 (#)	1 ODR 1 short-term suspension
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.).	The School Leadership Team, SST, and Character Counts! leaders developed plans to address the social and emotional needs of students involved in distance learning. The first two weeks of the school year focused on social and emotional learning to support students. Character Counts! activities are implemented into daily lessons. Hamlin Park classroom teachers and staff continue to use and monitor a student tracker system to ensure students are engaged in daily lessons and activities. Administration, SST, and attendance support make home visits for students and families struggling with distance learning. These school support members have collectively made over 60 home visits. Additionally, our Pre-K to grade1 teachers and self-contained special education teachers have visited every home. Many other teachers have met with students and parents at their homes to improve communication and offer support.
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.	To improve social and emotional learning and culturally responsive awareness, teachers are receiving ongoing professional development on best practices in remote learning and CLRI via the Emancipation Curriculum during Grade level and faculty meetings.

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	Due to remote learning environment, traditional Monday-Friday extended learning time has not been offered.

and interventions used during this reporting period.	
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.	Not Applicable

2. **PROJECT PLAN IMPLEMENTATION**

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.)*		
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. Use of technology in the classroom to deliver instruction	Green	At this time all students are utilizing one-to-one district provided devices. The delivery of lessons virtually was improved by ensuring that students and families were familiar with the district's learning platforms. District approved programs like MobyMax, Zearn, and Lexia continue to be utilized for instruction targeting individual skills. Coaches continue to provide professional development and side by side coaching for teachers on virtual platforms (Schoology, Microsoft Teams, Classroom DOJO, etc), as well as on the effective use of differentiated instructional programs (MobyMax, Lexia, Zearn).
2. Student Engagement	Green	The continuation of the remote learning platform has led to unique challenges in terms of student engagement. Despite this challenge, teachers and students have found creative ways to share ideas within the classroom. The continued implementation of platforms such as Microsoft Teams allows students to work collaboratively in small groups. Teachers continue to design lessons encouraging collaboration as well as built in checks for understanding. Students continue to explain their thinking, both written and verbal, through the virtual platform.
3. Implement data driven instruction process with fidelity	Yellow	The school leader continues to utilize the formalized, school-wide data practice with a common expectation of what data should be collected and analyzed to meet the individual needs of students or groups of students. This data includes instructional, behavioral and attendance data. School and teacher leaders continue to train, provide support and encourage teachers to collaboratively examine student data, utilizing DDI protocols to monitor and adjust daily instructional practices, as well as the school's entire core curriculum in support of the school's instructional and behavioral priorities. RTI groups continue to address learning gaps and provide instruction targeting individual skills. Due to the need for virtual assessments, data validity and teacher input must be considered when making instructional decisions.

3. **BUDGET/FISCAL ***

Expenditures	Grant: SIG, PSSG and/or CSG	Status (R/Y/G)	Analysis/Report Out 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.
All funds are exhausted.	SIG	Green	NA

* Supporting fiscal documents should be available upon request.