

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	West Hertel Academy	1460600010118		
Select applicable Grant				
SIG 6 and/or SIG 7	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)	Pre-K to Grade 8		Total enrollment: 799
				ELL %: 29%
				SWD%: 17%
Elaine Nieman	July 15, 2020			
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School Comprehensive Education Plan (if applicable) as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status		
Name and Contact Information	(Red/Yellow/Green)	During this school year, our instructional methods have shifted to reflect the current educational climate during the global pandemic, yet our goals have remained consistent as in previous years to continue our building rocks which include proficiency in literacy and numeracy and criteria for success. West Hertel has utilized the virtual learning platform as a means to continue to improve upon the consistent use of our building protocols to help inform and improve instruction. The first two weeks of the school year were dedicated to		
Associate Superintendent Darlene Jesonowski DJesonowski@buffaloschools.org				
N/A				

Name of School District	Name of school	School BEDS Code
		addressing the social and emotional needs of students and safety measures in response to COVID 19. Additionally, we implemented a curriculum that supported students in understanding and processing the civil unrest and social injustices our country was experiencing. The instructional tools implemented to support virtual learning include: Schoology, TEAMS, Lexia Core 5, Clever, DIBELS progress monitoring and benchmark testing, Moby Max, MyOn, and Think Central. Teachers have been thoroughly trained as to how to present material virtually while providing direct explicit instruction as well as individualized instruction to meet the student’s current academic needs. During grade level meetings this quarter, we have focused on CLRI training, synchronous vs asynchronous teaching, on-line assessment training for eDoctrina, best practices to support our ENL students, and Lexia software features. In addition, we conducted a data driven inquiry process focused on DIBELS and STAR Math benchmark testing. Recently, our students in grades 2-8 have completed the first district benchmark assessment in English Language Arts and mathematics. Our 4 th -8 th grade students have completed the Science district benchmark assessment and our 7 th and 8 th grade students have completed the Social Studies district benchmark assessment. Currently, we are completing a DDI cycle based on this current data to inform and tailor our instruction to meet specific student academic needs.

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 <i>with impact</i> .	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 <i>summarize</i> 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).	<u>DIBELS BOY 2020-2021 PROFICIENCY DATA:</u> K: 10% proficient 1 st grade: 20% proficient 2 nd grade: 15 % proficient

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.

3rd grade: 46% proficient
 4th grade: 35% proficient
 5th grade: 40% proficient

ELA State Assessment 2018-2019 (% Proficient)

3rd grade – 35%
 4th grade – 9%
 5th grade – 17%
 6th grade – 22%
 7th grade – 7%
 8th grade – 32%

ELA State Assessment 2018-2019 Subgroups

ELA State Assessment Black Students 2 and above 2018-2019 - 60.73%
 ELA State Assessment Student with Disabilities 2 and above 2018-2019 - 36.07%
 ELA State Assessment English Language Learners 2 and above 2018-2019 - 33.86%

DBA 1 2019 (top 3 scoring bands)

K – 95%
 1st grade – 75%
 2nd grade – 33%
 3rd grade – 5%
 4th grade – 8%
 5th grade – 28%
 6th grade – 23%
 7th grade – 25%
 8th grade – 24%

DBA 1 2019 (% proficient)

K - 8%
 1st grade – 53%
 2nd grade – 22%
 3rd grade – 1%
 4th grade – 3%
 5th grade - 11%
 6th grade - 9%
 7th grade - 6%
 8th grade - 10%

BOY 2019-2020 Writing Screener (top 3 scoring bands)

K- 3%
 1st grade – 58%
 2nd grade – 37%
 3rd grade – 20%
 4th grade – 34%
 5th grade – 32%
 6th grade – 72%
 7th grade – 57%
 8th grade – 45%

BOY 2019-2020 Writing Screener (% Proficient)

K – 0%
 1st grade – 0%
 2nd grade – 6%
 3rd grade – 5%
 4th grade – 9%
 5th grade – 6%
 6th grade – 35%
 7th grade – 34%
 8th grade – 21 %

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.

BOY 2019-2020 DIBELS (% Proficient)

K – 41%
 1st grade - 25%
 2nd grade – 46%
 3rd grade – 38%
 4th grade – 43%
 5th grade – 29%

MOY 2019-2020 DIBELS (% Proficient)

K – 46%
 1st grade – 24%
 2nd grade – 49%
 3rd grade – 36%
 4th grade – 40%
 5th grade – 31%

Math State Assessment 2018-2019(% Proficient)

3rd grade – 15%
 4th grade – 11%
 5th grade – 18%
 6th grade – 16%
 7th grade – 4%
 8th grade – 34%

Math State Assessment 2018-2019 Subgroups

Math State Assessment Black Students 2 and above 2018-2019 - 42.27%
 Math State Assessment Student with Disabilities 2 and above 2018-2019 - 27.87%
 Math State Assessment English Language Learners 2 and above 2018-2019 - 29.39%

STAR Math BOY 2020-2021 (strategic, on level, and above)

K – 52%
 1st grade – 83%
 2nd grade – 51%
 3rd grade – 56%
 4th grade – 29%
 5th grade – 33%
 6th grade – 32%
 7th grade – 29%
 8th grade – 41%

STAR Math BOY 2020-2021 (% proficient)

K – 38%
 1st grade – 80%
 2nd grade – 36%
 3rd grade – 35%
 4th grade – 19%
 5th grade – 23%
 6th grade – 17%
 7th grade – 20%
 8th grade – 32%

Science State Assessment 2018-2019 (% Proficient)

4th grade - 67%
 8th grade - 35%

While there was no state assessment data for 2019-2020 due to the COVID-19 pandemic, we acknowledge many students were not assessing as proficient. Teachers are using various in-class assessments to continue to monitor student progress and possible regression in all core subject areas.

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.

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.

This data provides teachers with the most current trends in their students' reading, writing, and mathematics in order to create specific flexible groups and adjust their RTI groups. Teachers utilize this information and complete a DDI cycle as well as create an action plan based on the current data. Their interventions include: RTI groups, Direct Instruction using Reading Mastery and Corrective Reading. Teachers also utilize Lexia include the Core 5 and Power Up programs, which individualize instruction and are tailored to each student's specific reading level in comprehension, word study and grammar. Teachers are also utilizing Moby Max in mathematics, reading, and language arts to enhance student's new skill acquisition.

Our goals include continuing to prioritize district initiatives which include continuing to use district materials.

- Teachers will continue to reinforce the district initiative of "All Students Read." Students will continue to participate in Accountable Independent Reading and summarize and retell what they have read.
- Students will continue to utilize the district priority of "All Students Write" by using the Step up to Writing Strategies including the IVF statement, Informal outlines, Stop and Jot techniques, etc. This will include the district supplemental higher order thinking questions that align with the Journeys curriculum.
- Teachers will continue to keep students engaged in grade level math and working independently each school day.
- Teachers will continue to implement district materials with skilled fidelity. They will continue to display the daily objectives and lesson numbers.
- Coaches will continue to support teachers in the classroom utilizing the district coaching tool supporting the district priorities including all students read, all students write, all students explain their thinking, and differentiation in the classroom.
- Coaches will plan, coordinate grade level meetings, and analyze data to best support teachers and drive instruction including constantly examining RTI groups and flexible grouping to drive instruction and best meet individual student needs.
- Teachers will continue to encourage students to explain their thinking by regularly planning for those opportunities, providing sentence stems, and modeling with think alouds and written exemplars.
- Teachers will continue to use the district coaching tool to support their instruction and modify accordingly so it reflects the district priorities.
- Teachers will continue to ensure their classrooms and curriculum are reflective of their students' diverse backgrounds and needs.
- Students will continue to use Lexia in the classroom to help fill the gaps in their learning regarding word study, comprehension and grammar. Teachers will continue to use the resource hub in Lexia to provide individualized lessons for students. Lastly, they will utilize the data provided from Lexia to drive their instruction.
- Students will use MobyMax in the math classroom to become proficient in skills they are lacking. MobyMax reinforces skill sets students did not master from prior school years by filling in learning gaps from the lowest grade level and moving forward. It is differentiated to meet the specific needs of each child.
- Teachers will use the MobyMax data to inform their instruction.
- We will continue to utilize the data from the NYS assessment, DBAs, the item analysis and class summary or individualized reports to fine tune instruction.

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.

	<ul style="list-style-type: none"> • We will continue to utilize our grade level meetings to analyze data, discuss RTI and AIS groups of students ensuring these groups are flexible and constantly changing based on the most current data. • We will persist in holding DDI cycle grade levels and the West Ed practices that our school has found successful including the student protocol meetings, lesson tuning, POD (Plan, Observe, and Debrief), and video observation protocol. • With the focus on virtual instruction in the first half of our current school year, teachers will use the district software programs for ELA which include Lexia, myOn, Quill, Journeys HOT questions, Moby Max. • Teachers will use district vetted programs for math which includes the EngageNY modules, Think Tank question cards, MobyMax, Zearn, Khan Academy, Prodigy, Eureka math, and the district's library of Nearpod lessons. • Teachers will continue to provide the supports needed by students by thoughtfully scaffolding instruction to meet students where their understanding is and extending their knowledge. • To identify learning gaps and regression, placement tests were assigned to our grade K - 8 students at the beginning of the school year through the MobyMax application. The subjects assessed included math and reading. Almost no kindergarten or grade 1 students had devices the first ten weeks of school. While not all students in the other grades had devices or internet access to begin the school year, we did our best to secure devices for them and free Hot Spot wi-fi. We were then able to assess many of our students at grade levels 2-8. By obtaining these baseline numbers, we can measure learning this school year. • Teachers have received additional training on the Parent Portal, allowing them to view the portal from a parent or student's point of view. They have been encouraged to input grades weekly. Families received additional Parent Portal training during the district's Saturday Academy where our school was featured. Families have been notified that students have the ability to make up any and all missing work.
--	--

Student Attendance - Please complete the prompts/questions below.		
	2020-21 Year-to-Date	
Average Daily Student Attendance Rate (%)	79.34%	
Key Questions/Prompts	Analysis / Report Out	
Describe patterns of student attendance data and how the attendance data is collected.	West Hertel Academy has been actively monitoring student attendance for the 20-21 school year with attention during our period of remote instruction. Over the first four months of school, West Hertel has seen an increase in attendance as our average daily attendance as we have moved from 71.7% to 79.3%. Student attendance in virtual school has been a challenge. It has also been difficult to accurately recording attendance for students who do not attend homeroom but do attend other classes. Ensuring accuracy in attendance reporting is key in monitoring and adjusting our attendance strategies. Once we were able to collect accurate data for student attendance, we were able to begin addressing student attendance concerns.	
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.	<ul style="list-style-type: none"> • One of the first things West Hertel Academy did was ensure we had a system in place to accurately record student attendance. Initially teachers were asked to monitor students' first arrival to class, record this information, and sent it to the office to be recorded. We improved upon this system by creating a "Late student sign-in" process and allowing students who are late to school to notify the main office and allow for adjustments to be made to their attendance. This late student sign-in process in conjunction with teachers recording late students has helped in improving the accuracy of our attendance data. This has allowed us to now focus on increasing our student attendance. • The first strategy employed to increase student attendance was to assign building staff to make daily phone calls. Staff members monitor student daily attendance and make phone calls to families to offer support in accessing online classes. This strategy has been effective in identifying student barriers to accessing and attending on-line classes. In response to the phone calls, we have been able to get technological support to students and families to assist in accessing school virtually as well as address any confusion pertaining to scheduling, classroom assignments, missing assignments, changes in contact information, and grades. These phone calls also allowed staff to alert parents when students were not in class, when the parents may have believed the student was in attendance. • West Hertel has an attendance teacher that works with our school once a 6-day cycle. Mrs. Austin reviews West Hertel's attendance data each week and specifically focuses on students whose attendance qualifies as chronic or severe. These students' families have received phone calls and letters have been mailed to their homes to offer additional assistance with student attendance. Our attendance teacher is also a part of our building's service providers team and works with our staff when we identify students in our school who need additional supports. • West Hertel has identified the neediest students whose return to school is essential to their academic success and social emotional well-being. For our building, we are bringing our youngest students as well as our students with special needs back first. These are our groups of students who have consistently struggled during virtual instruction. Their return to in-person instruction should assist in attendance issues as well as addressing their learning needs. • West Hertel has a School Resource Officer who is available to support our outreach to families we have had little or no communication with. Our resource officer has offered to do home visits or support student attendance in any way that they can. 	

Student Attendance - Please complete the prompts/questions below.	
	<p>Our school administration and our SST team have made home visits and checked in with families to support our resource officer and our attendance teacher.</p> <ul style="list-style-type: none"> As we are in the planning stages of our phase-in reopening, West Hertel's PBIS team has been exploring increased incentives for student attendance. We did hold an attendance incentive where students had the opportunity to meet virtually with University of Buffalo Basketball players if their attendance was good or improved. As we phase back in, we are looking at other attendance incentives such as: prizes, virtual meetings, awards, etc.

Teacher Attendance - Please complete the prompts/questions below.		
	2020-21 Year-to-Date	
Average Daily Teacher Attendance Rate (%)	97.26	
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.).	<ul style="list-style-type: none"> Based on our current data, teacher attendance while instruction has been virtual is higher than in previous school years. Teachers attendance has been consistent regardless of whether they are working fully remote or if they have been required to teach from the school building. We have one teacher that has been out on maternity leave and was replaced by a temporary teacher. Towards the middle of January, we did see a slight increase in teacher absenteeism related to the release of the COVID-19 vaccination for educators. 	
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.	<ul style="list-style-type: none"> Teachers' ability to work remotely from home using the district Learning Management System (Schoology) and the virtual platform Microsoft Teams has had a direct effect on the increase of Average Daily Teacher Attendance rate for the 2020-2021 school year. Teachers are provided throughout the instructional day time for synchronous and asynchronous instruction, common planning with colleagues, office hours to work with individual students and their family, and a lunch period. Teachers are offered social emotional resources through the monthly Collective Care Café sponsored by the school districts Department of Support Services where teachers can decompress, share ideas, thoughts, and feelings, and engage in self and community/collective care. West Hertel intends to build on the increases in teacher attendance as we return to in-person instruction by supporting staff with their diverse needs. It is imperative that staff feel safe to return to work and that procedures are in place to ensure that all staff and students are safe when attending in-person instruction. 	

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 (#)	2	
Key Questions/Prompts	<ul style="list-style-type: none"> Analysis / Report Out 	
Describe patterns of student social emotional support and discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<ul style="list-style-type: none"> Teachers continued to implement Restorative Circles and CLRI practices to support a culturally responsive classroom. Utilizing these techniques has helped to decrease negative interactions and increase instructional time in the virtual classroom. In addition, teachers have attended the district’s trauma informed care training, social emotional well- being training, and Restorative Practice trainings. West Hertel’s Student Support Strategies include: <ul style="list-style-type: none"> Weekly meetings with service providers, assistant principals, and teachers to discuss “at-risk” students’ academic and behavioral plans as well as student supports. The implementation of Restorative Practices during virtual homeroom and monitored by administration. The implementation of mindfulness practices, character counts lessons and interventions. Attendance, suspension, and ODR data shared with teachers in the school’s weekly bulletin. The addition of our attendance teacher and resource officer to check on attendance and the well-being of our students and their families. In-House Services offered to students at WHA: <ul style="list-style-type: none"> Check in, Check Out (CICO) In house psychologist/social worker-individual counseling The services offered to students reflect the school’s emphasis on supporting the social and emotional well-being of the students' positive reinforcement through Student of the Month Awards based on Character Traits and Outstanding Owl awards given to students achieving passing grades. During school closure, the Buffalo School District communicated with special educators via an emailed memo regarding the expectation for teachers to adapt student assignments. Special Education resources like graphic organizers, question stems and decodable stories were also uploaded into Schoology by the district to assist in accommodating the work sent home as a way to scaffold instruction for these students. Additional supports were uploaded for students with occupational therapy needs, physical therapy needs and speech needs. Speech teachers provided packets of work for each of the students on their caseload. Wherever possible and as needed, teachers and SST Staff who teach or work with students with IEPs, 504s, safety plans, or other students in need of intense mental health services coordinated with supervisors and team members to contact students and 	

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.

families to provide alternative instructional options. Social workers and psychologists contacted students who have social emotional needs. Students with significant mental health needs were linked to Say Yes Buffalo to receive counseling services during the closure. Say Yes is coordinating with 10 mental health organizations that service our students to ensure continuity of service. The school social worker provided support information to parents/families. English as a New Language (ENL) teachers were instructed to send resources like graphic organizers and trade books home with students at the early stages of English language development. In addition, the District sent translated reading logs in students' home languages and posted online reading resources in English and in students' home languages. Teachers and school leaders used an app called Talking Points to communicate with families in their preferred language. Furthermore, school leaders have access to Language Line in order to communicate with all our multilingual families, particularly students who speak a low- incidence language. The school provided translated food service information and pertinent information to families. Additionally, a hotline flyer was sent home to our multilingual families. The flyer includes the name and contact information for each of our Cultural Resource Specialists (CRS). Families can call the CRS that speaks their home language. The CRS replies within 24 hours. West Hertel Academy also employs Journey's End Academic Coaches via the Refugee School Impact Grant who were available via cell phone and in- person to support families.

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.

- While the number of office referrals and school suspensions has been greatly reduced during this time, adjustments to classroom management techniques were necessary. Teachers will continue to be provided with training to support classroom management techniques virtually while we continue to monitor implementation of supports. Early identification and intervention of repeat offenders will help to continue to reduce the number of ODRs and suspensions. A return to school may bring a rise in social and emotional needs for students. West Hertel Academy has a sturdy base to promote Social Emotional Learning for students. We will continue to utilize the Social- Emotional supports that are currently in place. This includes interventions from the members of the school's SST team, group and individual counseling, restorative practices, Character Counts, and the mindful meditation room.
- In addition, West Hertel will continue with a tiered approach to respond to student behavior, including implementing programs such as Check-in/ Check- out, group and individual counseling, SAIG (Social Academic Instructional Groups) groups, and Behavior Support Plans. As we review our school data and trends begin to emerge, we will identify students that are receiving multiple discipline referrals and multiple suspensions. Once identified, these students will be provided increased support and the school administration will work with SST, teachers, the students, and their families to develop a support plan to improve behavior and avoid disruptions in learning. The school will follow the code of conduct to address the needs and concerns of our students. Students who have been identified through their historical data as repeat offenders will be given an opportunity through PBIS/MTSS-B initiatives and restorative practices to begin anew and overcome challenges from previous school years. The work of the Student Support Team and the Service Providers in the building will continue to focus on the Social Emotional and Mental Health of students with an understanding that with school closure and distance learning since the Spring of 2020 that students will need support in the following: trauma informed care, de-escalation strategies, mindful meditation, and PBIS initiatives.

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
<p>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.</p>	<p>As school has been completely virtual from the beginning of the year, we have not had any formal Extended Learning Time. However, all coursework is located on Schoology and students are able to access school work and complete and submit course assignments at any time. Teachers are notified when assignments are completed via the online program.</p>
<p>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.</p>	<p>We hope upon the return to school for in-person instruction we will be able to resume our ELT program. West Hertel is prepared for the start of our ELT program once it resumes.</p>

2. PROJECT PLAN IMPLEMENTATION

<p><i>Key Strategies</i> - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, 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.)</p>		
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 to deliver all instruction virtually	Green	All students in the school from PreK-8 have been provided a 1:1 device including IPADS for grades PreK-6 and laptops for grades 7 and 8. These devices have been imperative during virtual instruction. During this time, teachers have met with students and their classes virtually through Microsoft Teams. Utilizing this program, teachers are able to share their screens and display the lesson via the share screen. Students can share their screen and show their work as well. Since the school year began, the breakout feature has been added to Microsoft Teams to allow the teacher, the ENL teacher, and support teachers to differentiate instruction and meet with small groups of students where instruction is targeted and individualized to meet students' diverse learning needs. Teachers can share the reading instructional materials including the Journeys reading materials, the Haggerty reading materials, the direct instruction materials. In addition, teachers are utilizing the Schoology platform where their course information is available to students including resources for the courses, teacher office hours, daily schedules, and links to TEAMS meetings. Schoology also provides a way for teachers to assign work for students and for students to submit the work. Teachers can grade classwork assignments, and Schoology is linked to the Infinite Campus gradebook. Additionally, Schoology allows teachers to share resources from other district tools including Nearpod, google slides, and Microsoft one-drive. Many teachers have made the virtual learning experience extremely interactive for their students by utilizing the Nearpod feature. They continue to create extremely interactive Nearpod lessons embedding curricular resources and the daily lessons while adhering to the skilled fidelity of the curriculum. Furthermore, teachers have also utilized the new Pearson interactive Social Studies and Science curriculum to deliver extremely hands on, interactive lessons during exclusive virtual learning.
2. Departmentalization	Green	West Hertel Academy is departmentalized in the following format: 2 nd -6 th : One teacher teaches ELA, one teacher teaches Math, one teacher teaches Science/Social Studies Departmentalization has allowed the content specialist(s) at each grade level to deliver the content to the students. This has allowed teachers to master their curriculum and provided ample time to put fidelity into planning.
3. School-Based Benchmark Assessments	Yellow	As a school, West Hertel decided to implement the Buffalo District Benchmark Assessments with some modifications. These assessments were done in whole in science and math courses but were modified at the building level for ELA. They were administered to allow teachers to conduct a Data Driven Inquiry process and determine where students are academically after our extended closure to end last school year and the virtual start to this year. In reviewing the assessment data, teachers will look to identify any gaps in student learning and make adjustments in their instruction to address student needs.
4. Synchronous and Asynchronous Instruction	Green	As a school, West Hertel has provided our students with an opportunity to receive the same quality and quantity of instruction remotely as we have offered in brick and mortar. We follow the same schedule for virtual instruction as we would if our building were open. Students receive in each course of study synchronous instruction for 25-30 minutes

<i>Key Strategies</i> - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , 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.)			
			where the teacher teaches the content for the lesson to the whole class using explicit instructional strategies and scaffolds of support to address the various needs of all learners. Our students also receive 20 minutes of asynchronous instruction that allows students a break from the computer screen to work independently on lesson content learned, meet with the teacher in a small group for interventions or extra support, provide students with one-on-one instruction based on their individual needs. The balance between synchronous and asynchronous instruction allows students the opportunity to stay actively engaged in learning and be a facilitator of their own learning as they progress through the grade level content and standards.
5.			

3. BUDGET/FISCAL * OSL will complete this section.

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.

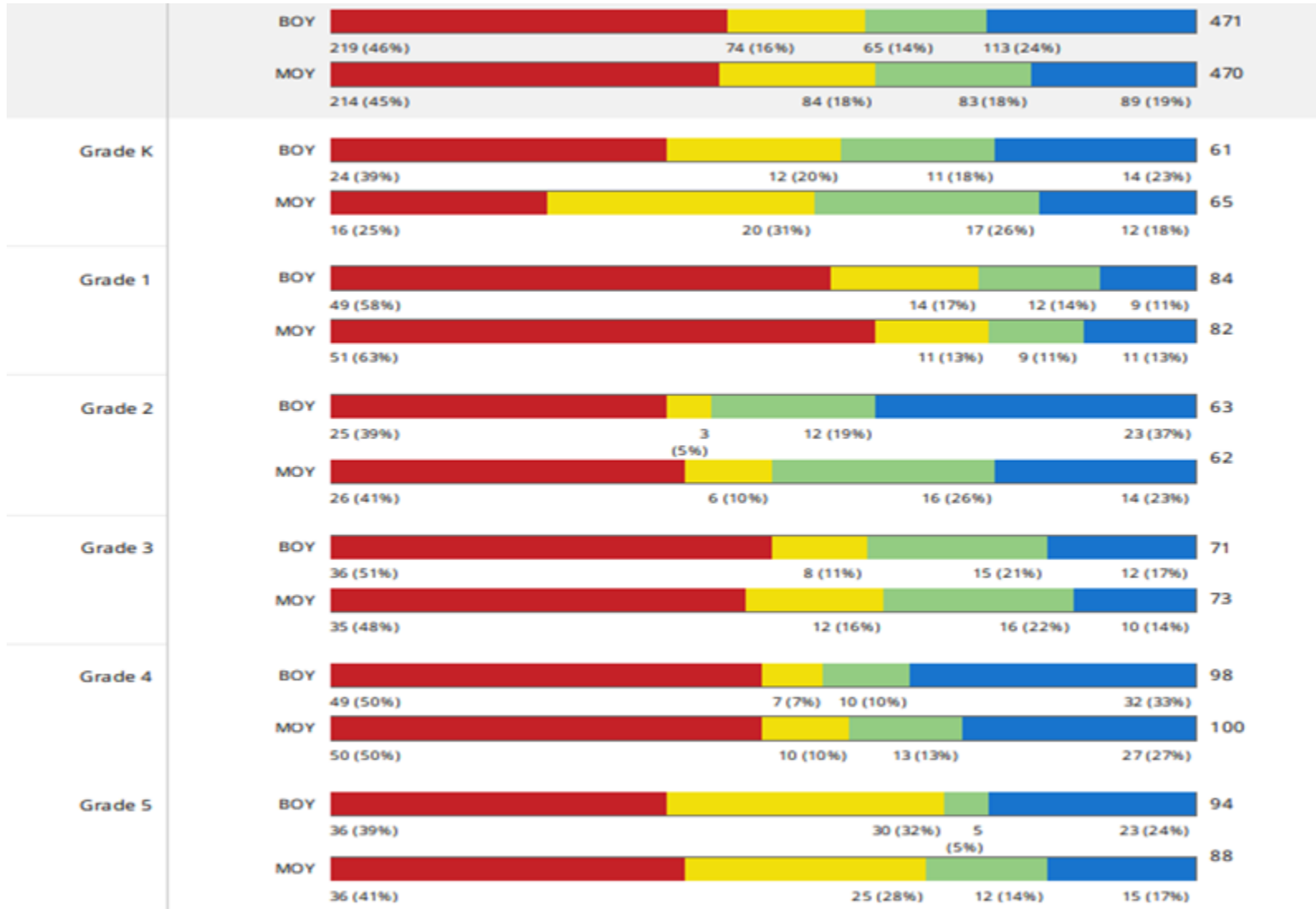
* Supporting fiscal documents should be available upon request.

Attachment A: DIBELS BOY 2020-2021

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure		
Segment Results by: Grade Report Level: School Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 6 Grades District: Buffalo Public Schools School: 0094 West Hertel Academy	School Year: 2020-2021 Period: 20-21 BOY	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels		
Grade	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
0094 West Hertel Academy Current as of 01/15/2021					
Grade K					52
Grade 1					61
Grade 2					69
Grade 3					59
Grade 4					78
Grade 5					96

ATTACHMENT B: WHA 2019-2020 CURRENT DIBELS REPORT COMPARING BOY TO MOY



ATTACHMENT C

ELA DBA #1 COMPARISON: 2018-2019 TO 2019-2020

Assessment Name	Complete	# of Students Tested	% At or Above Proficiency	Assessment Name	Complete	# of Students	% At or Above Proficiency
DBA 1 ELA GRADE K 2018-2019	97.44%	76	80.26%	DBA 1 ELA Grade K 2019-2020	64	65	91%
DBA 1 ELA Grade 1 2018-2019	98.33%	59	45.76%	DBA 1 ELA Grade 1 2019-2020	82	83	53%
DBA 1 ELA Grade 2 2018-2019	97.30%	72	31.94%	DBA 1 ELA Grade 2 2019-2020	62	63	21%
DBA 1 ELA Grade 3 2018-2019	98.78%	81	4.94%	DBA 1 ELA Grade 3 2019-2020	73	75	2.66%
DBA 1 ELA Grade 4 2018-2019	98.70%	76	2.63%	DBA 1 ELA Grade 4 2019-2020	97	99	3%
DBA 1 ELA Grade 5 2018-2019	96.74%	89	11.24%	DBA 1 ELA Grade 5 2019-2020	90	96	11%
DBA 1 ELA Grade 6 2018-2019	96.43%	81	9.88%	DBA 1 ELA Grade 6 2019-2020	92	94	9%

DBA 1 ELA Grade 7 2018- 2019	88.89%	88	14.77%	DBA 1 ELA Grade 7 2019-2020	83	85	8.23%
DBA 1 ELA Grade 8 2018- 2019	95.18%	79	31.65%	DBA 1 ELA Grade 8 2019-2020	97	101	11.88%

ATTACHMENT D STAR Math data

	2018-2019	2018-2019	% Change	2019-2020	2019-2020	% Change
	BOY	MOY	Benchmark	BOY	*MOY	Benchmark
	4 - Benchmark	4 - Benchmark	BOY to MOY	4 - Benchmark	4 - Benchmark	BOY to MOY
0094 West Hertel Academy	25.14%	35.38%	10.24%	26.69%	34.51%	7.82%
1	36.84%	60.71%	23.87%	42.50%	58.67%	16.17%
2	35.14%	42.11%	6.97%	30.00%	39.62%	9.62%
3	31.25%	32.47%	1.22%	37.14%	28.77%	-8.37%
4	19.48%	28.57%	9.09%	18.75%	26.74%	7.99%
K	4.29%	19.18%	14.89%	5.08%	18.75%	13.67%

*MOY data taken 3 days before close of window, with over 90% tested.

ATTACHMENT E

SCIENCE DBA 1 COMPARISON: 2018-2019 to 2019-2020

2018-2019

2019-2020

<u>Assessment</u>	<u>Completed</u>	<u># of Students Tested</u>	<u># of Students Without Data</u>	<u>At or Above Proficiency%</u>	<u>Assessment</u>	<u>Completed</u>	<u># of Students Tested</u>	<u># of Students without Data</u>	<u>At or Above Proficiency%</u>
DBA 1 Science Grade 5	97.80	89	2	38.20%	DBA 1 Science Grade 5	86	93	7	64.52%
DBA 1 Science Grade 6	100.00	84	0	21.43%	DBA 1 Science Grade 6	91	94	3	39.36%
DBA 1 Science Grade 7	92.78	90	7	31.11%	DBA 1 Science Grade 7	78	83	5	25.3%
DBA 1 Science Grade 8	98.80	82	1	52.44%	DBA 1 Science Grade 8	95	101	6	3.96%