

2021-2022 Receivership School Quarterly Report #2

Report Period: October 16, 2021 – January 14, 2022 (Due to OSL on January 20, 2022)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO		Hyperlink to where this plan will be posted on the district website:			
Harvey Austin Elementary School #97	140600010197	Buffalo City School District	NA		https://www.buffaloschools.org/Page/85013			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Dr. Kriner Cash	Cameron Hall Cbhall@buffaloschools.org (716)816-4460 Appointment Date: 8/17/2021	Associate Superintendent of School Leadership: Darlene Jesonowski (716)816-3069 DJesonowski@buffaloschools.org	PK- 8	NA	541	12.3%	19%	1.3%



Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Designing and Implementing Rigorous Lessons: Harvey Austin continues to focus on ensuring that teachers have the tools necessary to be successful at delivering high-quality instruction. Teachers worked in professional learning communities where they shared the best practices for successfully facilitating this instruction. Teachers worked collaboratively on lesson planning and sharing, placing a large focus into specific subject areas, along with preparing tools and manipulatives. Professional development (PD) sessions were provided by the previous school leader on Mastery Learning Objectives and Criteria for Success. As a result, the current school leader anticipates marked improvement in standards-aligned lesson plans and instructional delivery. During recent instructional walkthroughs by the principal, there has been noticeable improvement in the overall caliber of teacher developed lesson plans which appear to be more robust in how the teachers’ methods of asking students questions demonstrates higher order thinking skills and explanation of their answers. There has been an academic shift in the instructional delivery by teachers, as well as their ability to utilize the technological resources provided by the district. Our students are displaying a greater interest in school, academics, and connectedness towards their teachers. Additionally, our faculty and staff are more aware of the social-emotional needs of the students and the impact it has on their academic achievement.

The district continues to address the disproportionality and equity challenges that face large urban school districts through targeted professional development. During these PDs, staff members developed actions plans that were building specific to analyzed data from 2016 to the present and determined where the school could begin to address student learning barriers. Connections were then made with ensuing that the curriculum was culturally responsive, which led to the formation of the Disproportionality team to enhance the current curriculum.

Engaging Parents in Academics: Despite the pandemic, Harvey Austin administration and staff continued to engage parents as partners so that we were meeting the needs of both our families and students. Harvey Austin welcomed 149 community members to our October 16th Saturday Academy Program. There was a slight decrease in our November event with 65 participants. Our December 18th event welcomed 115 participants. Our Saturday Academy Program offers a multitude of supports and resources that focus on improving the students’ academic achievement and social determinants of health. Teachers provide tutoring in Literacy and Math, as well as answering questions from parents. Due to the high number of Covid cases after the holiday, the district cancelled all January Saturday Academy programs.

Promoting a Positive Culture: One of the pivotal components of school turnaround is to ensure that there is a positive school culture. During this receivership period, there had to be a continuous focus on both staff and students, as the pandemic continues rage and to take a toll on all members of the school community. To get a better understanding of our students and the possible traumas that are experienced, professional development opportunities continue to be offered by the district to support teachers. Most recently teachers were offered a school wide professional development that focused on classroom management. The staff participated virtually with the desire to support a positive school culture within their classroom. Additionally, the professional development provided teachers with the opportunity to collaborate on best practices to build and foster relationships with parents, thus improving student academics and behavior outcomes. The opportunity continues for students to vote for their “Character Teacher of the Month.” Teachers continued to be inspired because they were shown simple ways that they are appreciated by students. Also, students are selected and acknowledged by their teachers for displaying the “Character Trait of the Month” during grade level assemblies.



Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the first quarter. Include processes that were used to assess the **impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should assess the impact of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve long-term sustainable growth.



Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

List the 3-4 of core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
 October 16, 2021 – January 14, 2022**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place.
1. Student Engagement, Teaching and Learning	Green	<p>The anticipation of students returning to in-person instruction for the 2021-2022 academic year placed student engagement, teaching and learning as equally important on the list of school priorities for Harvey Austin. These three distinct elements are essential to student achievement and must be intertwined and woven together to move the academic needle for all students. Student engagement, teaching and learning must be evident in every context to yield marked improvement in student achievement. Students will be encouraged to answer “Why” questions asked by the teacher to expand their thinking and promote curiosity for further exploration.</p> <p>Additionally, teacher lesson plans are measured and critiqued by the administrative team for their level of student engagement and teacher interaction. As result, professional development opportunities geared towards student engagement were provided for all teachers and instructional staff, as well as embedded into both faculty and grade level meetings during the reporting period. As a result, best practices for student engagement were shared and examples were provided for teachers.</p>
2. Parent Engagement	Green	<p>Building a strong partnership with parents continues to be crucial to supporting the academic and social/emotional development of the Harvey Austin Community. As evidence of this strong partnership with families, Harvey Austin welcomed 149 community members to our October 16th Saturday Academy Program. There was a slight decrease in our November event with 65 participants. Our December 18th event welcomed 115 participants. Due to the high number of Covid cases after the holiday, the district cancelled all January Saturday Academy programs. We are awaiting confirmation whether our February events will be able to take place or not.</p>

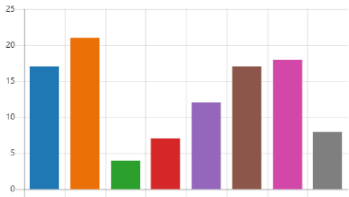
A strong focus will continue to be placed on teaching and supporting parents to help with learning at home. “Parent University” meetings were scheduled to begin this reporting period but due to the high number of illnesses within the building and the number of students still left after school has made it difficult to plan virtual events after working hours. In the past, the school has had more success with in- person events. However, the district is still determining if such events will occur. The parent engagement team met to determine how best to support families in the face of a pandemic. We have had success posting on Facebook and other social media platforms and created a You Tube channel. The You Tube channel will be used to post “mini-lessons” /strategies by our teachers to assist parents at home with supporting a specific homework concept, strategy, skill, or concept and can viewed at the parents’ convenience. A needs survey was created in September and provided to parents to canvass specific support and resources that will be needed within the home to address challenges students may encounter in core academic subject areas.

Below are the results of the survey used to develop “Parent University topics

What types of support(s) can the school provide to assist with the home/school connection?
 Check all that apply.

[More Details](#)

- assisting my child with math 17
- ways to support reading at ho... 21
- social/emotional support - co... 4
- social/emotional support - me... 7
- Safety- gangs, internet safety, ... 12
- How to use school technology... 17
- How to assist my child with ho... 18
- Other 8



The school would like to provide workshops and informational sessions. Which means would support your participation in such events?

[More Details](#)

- Virtually- via Zoom or Teams 32
- Social media "how to" posts f... 10
- In- person (when permitted) 16
- Other 2



What means of communication work best for you?

[More Details](#) [Insights](#)

- Dojo/Liveschool updates from... 25
- parent phone calls 8
- flyers, notes home 4
- Text messages 12
- social media posts- Facebook... 0



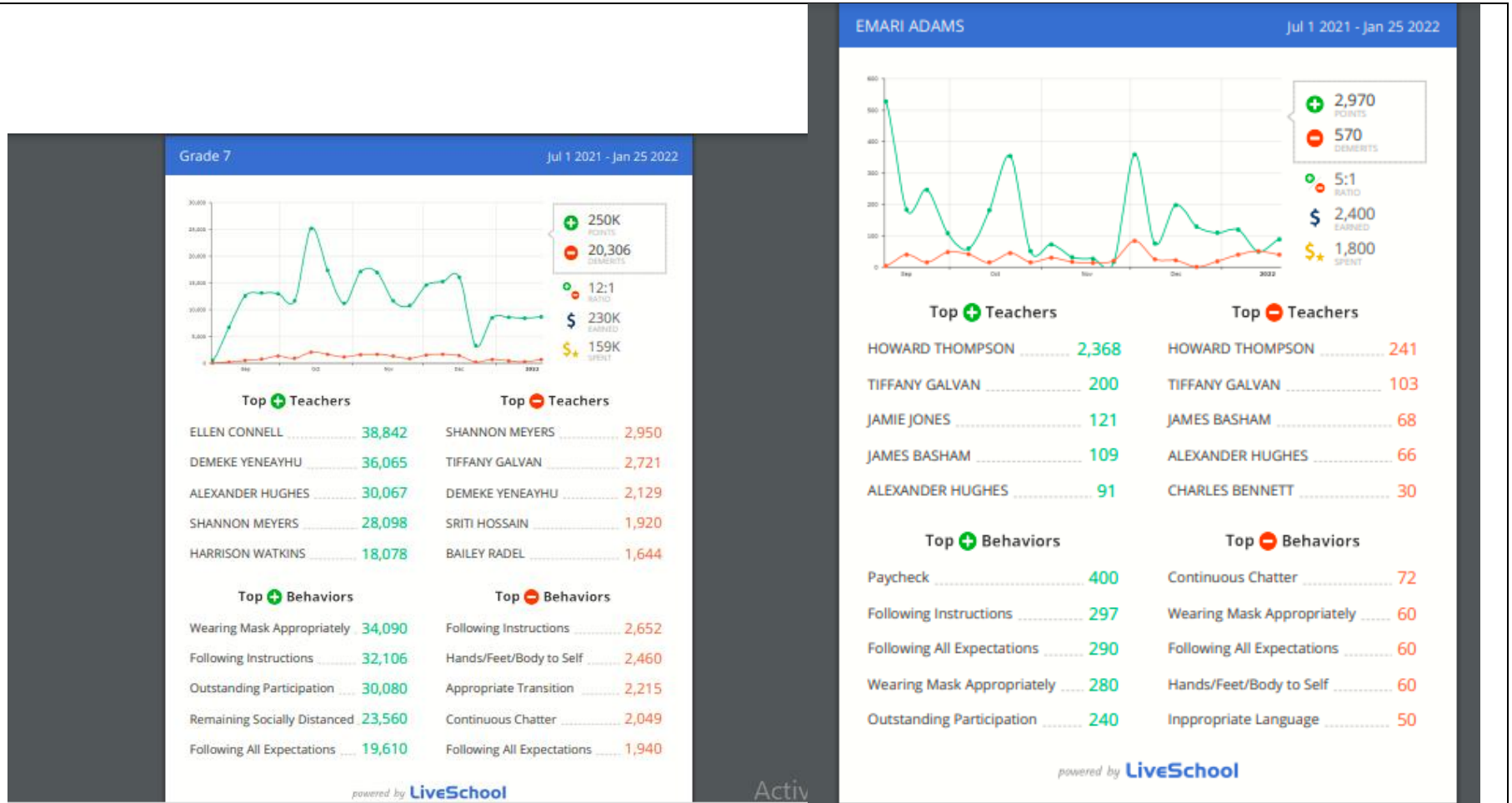
Our Parent Facilitator, Ms. Bellot hosted a “Marshmallows and Hello’s” meet and greet for parents December 1st, 2021. She greeted parents outside with hot chocolate upon arrival. Ms. Chowdhury, one of our aides, helped her with translation support while speaking to



		<p>families about the school and how Harvey Austin can best serve families. We asked families to fill out the survey above and to provide feedback on the school's parent compact and involvement plans.</p> <p>Uncertainty about the ever-changing COVID-19 protocols and guidelines have created some confusion within the larger community. However, as a school community, it has allowed us to build stronger relationships with parents when we reassure them; we follow all state, local and district guidelines to ensure their child's safety. Rapid COVID-19 test kits and KN95 masks were distributed to all students and families in January as an additional protective measure. Constant communication at the school through social media platforms, Robo calls, Dojo, Live School and face-to-face interactions have created greater communication between the school, students and families.</p>
<p>3. Technology Usage and Integration</p>	<p>Green</p>	<p>Technology preparation was a major area of focus for teachers and all staff members throughout this reporting period. During our January monthly faculty meeting, teachers prepared virtual classroom Teams links, organized online class materials in Schoology, and updated a school-wide virtual schedule. This was done to prepare in case of a quick jump to remote instruction. This is also needed for students receiving virtual instruction. Teachers posted their Teams classroom link for students to access in Schoology. Teachers also posted assignments, materials, and other important information to their Schoology courses for students quarantined or receiving concurrent remote instruction. Teachers and students were prepared for a virtual instruction day on January 19.</p> <p>An Apple Professional Learning trainer was present at the building for three days in October and provided teachers with hands-on technology support. Apple Professional Learning provides resources, and hands-on learning to help build technology foundational skills and integrate them into teaching and learning. The three-day coaching cycle was utilized to plan a lesson on day one, co-teach the lesson with students on day two, and debrief with the teachers about positives and areas of improvement on day three. Teachers created lessons using apps like iMovie, Clips, Numbers, GarageBand, and Keynote. These apps helped teachers to redefine a traditional learning objective in a way that would not be possible without technology.</p> <p>Four fourth grade students were chosen to be a part of the new Student Technology Leadership program. These students met to discuss program objectives, expectations, and outcomes of the program. These students applied to the program and were chosen based on their answers to the application questions. Fourth grade students interested in the program used the app FlipGrid to submit their applications. Participants were also chosen based on teacher recommendations, and their ability to remain in good academic standing. Students in this technology program will continue to meet as a group to learn new skills and support the school with technology needs.</p>



		<p>Students continue to use their laptops and iPads daily to complete independent work. District apps including Lexia Core5, Lexia PowerUp, myON, and ThinkCentral are used to support ELA standards. MobyMax, Zearn, and Reflex are used to support math grade level standards. All of these apps provide independent practice of the grade level skills being taught. Teachers used data gained from these apps to provide small group instruction or targeted, individualized practice.</p>
<p>4. Promoting Positive Culture</p>	<p>Green</p>	<p>Our main goal in promoting positive culture is to maintain the status that we earned as a State and National School of Character, as well as to continue pushing towards the continuous betterment of the character of our students and our staff.</p> <p>The character development initiative has continues through explicit instruction of character and core values during daily PAWS time (Positive Attitude Will Succeed). PAWS time is a 30-minute block built into all students’ schedules wherein restorative circles and character conversations are held, along with a plethora of other self-reflection and relationship building activities. In November, student-led and student-planned character projects began, which are aligned with the character trait of the month. November and December’s character trait was responsibility. Students were able to share their project with their peers during the December character assemblies. Character Kids of the Month were chosen and celebrated at those assemblies, as well as student-chosen character teachers of the month, and a teacher recommended Character Parent of the Month for the first time. They were also celebrated on Harvey Austin’s social media. The social media page discusses the character trait of the month, as well as activities that can be done from home and in the community to exhibit that trait. Students are now focused on trustworthiness during January.</p> <p>Harvey Austin’s Tier 1 classroom management system, LiveSchool, was expanded to grades 4 through 8 this year. We pushed and provided incentives to get all parents logged in as well for a live report of their child's progress and behaviors. In LiveSchool, students are given additions and deductions based on behaviors considered safe, respectful, and responsible and can use the earned “dollars” to purchase incentives through the school store. LiveSchool data is collected monthly which allows us to provide higher tiered support where needed. Each grade also celebrates a Liveschool Student of the Month for whichever student earned the most dollars. Grades PreK through 3 continue to be incentivized through Class Dojo. They also receive school store coupons for a Dojo Student of the Week. Here are a few examples of data that can be pulled through Liveschool:</p>



PBIS Events take place bimonthly. Our first schoolwide PBIS event of the year took place at the end of October and was entitled Fall Festival. Our second PBIS event is taking place this month and is entitled Snowflake Soiree. The purpose of these events is to incentivize



	<p>positive behavior among our students and reward them when they act in accordance with our policy of being safe, respectful and responsible.</p> <p>Boosting staff morale is a priority this year with staff having to fill in so many gaps due to COVID-related absences. Team-building activities are conducted during faculty meetings, as well as staff shout-outs by peers and recognition of staff accomplishments. Character teachers of the month are chosen by students for their exhibition of the character trait of the month and will be celebrated during assemblies, posted on social media pages, and displayed on a building bulletin board. In October, the PBIS Committee showed staff appreciation with “Out of the Blue,” wherein staff was provided an array of blue packaged snacks. In December, the administrative team hosted a waffle breakfast for staff before the winter break. While teacher attendance rates have decreased this year due to the Pandemic, the purpose of these events is to remind them of how much we appreciate them and the hard work that they do daily.</p> <p>Ensuring that the curriculum being used is culturally relevant is important when thinking about social-emotional learning. There was a 15-minute time block built into every student’s schedule for Culturally and Linguistically Relevant Instruction. We have a theme for each month. October’s theme was Black Lives Matter, November’s theme was Activism, December’s theme was Panther Pride, and January’s theme is Disabilities. Harvey Austin’s CLRI Committee worked over the summer to infuse cultural relevant materials within the math curriculum and gather monthly resources for teachers to use with their students during this time block. Multilingual books were provided to teachers to represent students’ cultures focusing on monthly themes. Data is being gathered from the committee on the successful implementation of the monthly topics and student participation. CLRI is a district mandated initiative due to the significant impact of this instruction on our students, which includes an increase in student engagement and motivation, cultivating critical thinking and problem-solving skills, strengthening students’ racial and ethnic identities, and promoting a sense of safety and belonging.</p>
--	---

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator during
October 16, 2021 – January 14, 2022**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. 																						
3-8 ELA All Students MGP #33	Green	<p>The DIBELS 8 Beginning of Year (BOY) screener was administered to new students in kindergarten through grade 6 who began the school year after the testing window closed.</p> <p>The administration of the DIBELS 8 Middle of Year (MOY) screener for all students in kindergarten through grade 6 is currently in progress.</p> <p>The administration of the Magic Penny Early Literacy Assessment for all students in kindergarten is currently in progress.</p> <p>The administration of the iStation Assessment for all students in Prekindergarten is currently in progress.</p> <p>Due to shortages of substitute teachers, some material that would typically be shared during grade level meetings was shared electronically. A Nearpod with an embedded video was created and</p>	<p>Lexia Core 5 and PowerUp Usage Report</p> <table border="1" data-bbox="1553 813 2045 1256"> <thead> <tr> <th colspan="2">Lexia Core 5 & PowerUp Student Usage</th> </tr> <tr> <th>Grade Level</th> <th>% Students</th> </tr> </thead> <tbody> <tr><td>K</td><td>92</td></tr> <tr><td>1</td><td>95</td></tr> <tr><td>2</td><td>98</td></tr> <tr><td>3</td><td>93</td></tr> <tr><td>4</td><td>90</td></tr> <tr><td>5</td><td>93</td></tr> <tr><td>6</td><td>56</td></tr> <tr><td>7</td><td>84</td></tr> <tr><td>8</td><td>96</td></tr> </tbody> </table> <p>Lexia Core 5 and PowerUp Movement into In/Above Level</p>	Lexia Core 5 & PowerUp Student Usage		Grade Level	% Students	K	92	1	95	2	98	3	93	4	90	5	93	6	56	7	84	8	96
Lexia Core 5 & PowerUp Student Usage																									
Grade Level	% Students																								
K	92																								
1	95																								
2	98																								
3	93																								
4	90																								
5	93																								
6	56																								
7	84																								
8	96																								



shared regarding the features of mclass.amplify.com where the DIBELS 8 data can be found. Teachers learned how to navigate DIBELS 8 data that provides information about specific student needs based on the benchmarks and progress monitoring. Teachers acquired information on how to apply the data from the DIBELS 8 assessments to deliver skill-based lessons.

During a faculty meeting, teachers received professional development on language objectives from the ENL teachers.

Due to grade-level changes and new additions to our staff, six teachers received DIBELS 8 progress monitoring training to assess the learning that is taking place during ELA RTI.

During this time, the Support Reading Teachers have provided ELA intervention services to students in kindergarten through fourth grade.

A new Support Reading Teacher is being trained on district reading programs including Orton-Gillingham, Reading Mastery and LETRS (Language Essentials for Teachers of Reading and Spelling). The strategies learned have been gradually implemented into small group Tier III interventions.

Teachers in Prekindergarten through grade 3 deliver daily Heggerty phonemic awareness lessons. LETRS instructional strategies have been incorporated into the ELA block and RTI block to apply the phonemic awareness skills and develop phonics skills.

Teachers focus on Step up to Writing color-coding and other strategies to be well-prepared for short responses in the classroom, across content areas as well as the New York State (NYS) assessments.

Lexia Core 5 & PowerUp Movement into In/Above Level	
Grade Level	% Students In/Above Level
K	26
1	13
2	0
3	9
4	0
5	0

DIBELS 8 Progress Monitoring (grades 1-5) and Letter Sound Progress Monitoring (Kindergarten)

Progress Monitoring	
Grade Level	% of progress October-January
K	67
1	100
2	45
3	97
4	81
5	25

In an effort to increase progress, specifically in Grade 5, teachers will utilize Skill Builders in mylexia.com targeting students with skills that are necessary for improvement.



		<p>Students in grades K through eight utilize the application, Lexia, which provides personalized learning on critical reading and language skills. Lexia Core5 Reading supports teachers in providing differentiated literacy instruction for students of all abilities in grades PreK–5. Lexia PowerUp Literacy is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners.</p> <p>The CLRI committee has provided multilingual books and lesson plans to teachers to represent students’ cultures focusing on monthly themes.</p>	
<p>3-8 Math All Students MGP #39</p>	<p>Green</p>	<p>The Middle of Year (MOY) i-Ready Diagnostic Assessment window opened on January 10th and will remain open until January 31, 2022. Students in grades kindergarten through 8th grade began the process of taking this adaptive assessment. The MOY data will provide teachers and administration with each child’s individual performance level and student growth information as well as specific data related to math standards and skills needed to close academic gaps.</p> <p>The Buffalo Public School Instructional Coaching Tool for Mathematics has continued to be utilized when collaborating with teachers. This tool has been used to identify areas in need of improvement and to create action plans to ensure the district priorities are being implemented in the classroom. For instance, one of the priorities on the tool is “culture of learning,” which is a critical component needed in classrooms for academic learning to occur.</p>	<p>The overall placement data for the Beginning of the Year (BOY) i-Ready Diagnostic Math Assessment is shown below:</p> <p>93% of the students in grades kindergarten through 8th grade took the BOY i-Ready Diagnostic Assessment. The overall placement results showed that 47% of the students in grades kindergarten through 8th grade were three or more grade levels below their current grade level. In addition, 27% of students were two or more grade levels below grade level and 26% of students were one grade level below their current grade levels.</p>



During this time period, the Support Math Teacher provided math intervention services to students in third through sixth grade.

During grade level meetings in December, there was an embedded professional development provided to teachers regarding a district-approved estimation website recommended for use during Math Response to Intervention. This website includes grade specific estimation PowerPoints (“Esti-Mysteries”) which contain higher-order thinking questions to prompt student thinking and encourage math discussions. The PowerPoint presentations are organized by grade level bands and are appropriate for grades kindergarten through grade 8. The “Esti-Mystery” PowerPoint presentations were designed to help students build number sense, to reinforce math vocabulary and promote discussion in the math class.

In November and December, the Instructional Coach attended eight “Voyager Sopris Numbers” professional development opportunities. The Buffalo Public Schools Mathematics Department described the upcoming professional development timeline and plan for all kindergarten through eighth grade math teachers to receive this training. It is expected that all grade 1 and grade 2 teachers will begin to receive training on “Voyager Sopris Numbers” modules in January of this year. “Numbers” is a hands-on professional development which supports teachers in further developing their conceptual understanding of mathematics.

i-Ready BOY Overall Placement Data Broken Down by Grade Level:

Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Below	Two Grades Below	Three or More Grades Below
K	0%	2%	98%	0%	0%
1	0%	0%	56%	44%	0%
2	0%	0%	27%	73%	0%
3	0%	0%	16%	47%	37%
4	0%	0%	13%	28%	59%
5	0%	2%	14%	20%	64%
6	0%	0%	8%	11%	81%
7	0%	0%	6%	9%	85%
8	0%	0%	5%	5%	90%

Although there are two Support Math Teachers in Harvey Austin School’s budget, due to a lack of qualified candidates, the position is still vacant. Due to the vacancy, deliberate and strategic planning as well as various data points were



Teachers in grades kindergarten through grade 8 use Moby Max during Math Response to Intervention. Moby Max is an adaptive program that targets areas where students are struggling and allows students to progress once they have mastered the identified skills. In Moby Max, students receive individualized lessons based on missing standards identified through a continuous diagnostic.

Teachers in grades 1 through 6 continue to use Reflex Math, which is an adaptive and individualized online program to address fact fluency. Harvey Austin purchased this program in 2019 to provide teachers with an additional resource to assist students in increasing fact fluency.

taken into consideration to ensure that the current Support Math teacher was able to service a wide range of grade levels in need of intensive math intervention. The table below details updated information regarding the Support Math Teacher and the number of students that are currently being serviced.

Detailed Support Math Teacher information:

Updated Support Math Teacher Information		
Grade Level	Number of Students	Frequency
3	8	Every day for 40-minutes
5	9	3-days per cycle (6-day cycle) for 40-minutes
6	8	3-days per cycle (6-day cycle) for 40-minutes
Total Number of Students for Pull-Out Services: 25		
4	Two math blocks with a total of 38 students	Every day for 2 hours
Total Number of Students Serviced by the Support Math Teacher: 63		

During upcoming grade level meetings, the MOY I-Ready Diagnostic results will be analyzed. The Support Math Teacher and all the teachers in grades K-8 will look at various I-Ready reports including “Instructional Groupings,” to create updated Response to Intervention groups based on common missing skills. During this time, any changes that need to be made to the Support Math Teacher’s groups will be completed.



			<p>Moby Max Information for December:</p> <table border="1" data-bbox="1526 280 2024 545"> <thead> <tr> <th colspan="3">December 2021 School-Wide Moby Max Information (Grades K-8)</th> </tr> <tr> <th>Average Time Per Week</th> <th>Total Time for the Month of December</th> <th>Active Students</th> </tr> </thead> <tbody> <tr> <td>19 Minutes Per Week</td> <td>6,759 Minutes</td> <td>184 Students</td> </tr> </tbody> </table> <p>According to the data, Harvey Austin only has approximately 154 active students using Reflex Math. Therefore, this program is being underutilized. The chart below shows the starting fluency of the 154 active students in the beginning of the year, compared to the current fluency percentage of the active students. The fluency percentage of our active students has almost tripled since September 2021. This data suggests that there is a need for a school-wide “push” for student usage. To increase school-wide usage, a “Reflex Road to Fluency” bulletin board will be displayed in the main hallway of the school building highlighting students who have reached fluency milestones within the program. Teachers will be made aware of this school-wide initiative as well as the display.</p>	December 2021 School-Wide Moby Max Information (Grades K-8)			Average Time Per Week	Total Time for the Month of December	Active Students	19 Minutes Per Week	6,759 Minutes	184 Students
December 2021 School-Wide Moby Max Information (Grades K-8)												
Average Time Per Week	Total Time for the Month of December	Active Students										
19 Minutes Per Week	6,759 Minutes	184 Students										



			<p>12.3% Starting Fluency</p> <p>32.1% Current Fluency</p> <p>Regarding the mathematics instructional guides, teachers in kindergarten through 8th grade are teaching three math module lessons per week during the core math block. Therefore, teachers are spending two days per week to reteach if needed, provide targeted and individualized instruction for small groups of students, provide intervention or extension opportunities for students, and give students the opportunity to practice mathematical concepts on both Zearn and Moby Max.</p>
3-8 ELA All Students Core Subject Performance Index #100	Green	Please refer to Indicator “3-8 ELA All Students MGP #33.”	Please refer to Indicator “3-8 ELA All Students MGP #33.”
3-8 Math All Students Core Subject Performance Index #110	Green	Please refer to Indicator “3-8 Math All Students MGP #39.”	Please refer to Indicator “3-8 Math All Students MGP #39.”



<p>Grades 4 and 8 Science All Students Core Subject Performance Index #150</p>	<p>Green</p>	<p>The kindergarten through grade 8 curriculum is aligned to NYS P-12 Science standards (ahead of 2019-2022 "transition").</p> <p>All Grade 8 students are enrolled in accelerated Science (Living Environment/Biology).</p> <p>New Science standards continue to be addressed through the new curriculum. In addition, the district has received a new Pearson textbook series for the 2021-2022 school year for Living Environment/Biology.</p> <p>Departmentalization continues in Grades 3-8. In most grade levels, there is a dedicated teacher that instructs the students in science. This helps ensure that Science is being planned for and taught to the students to help improve indicators in the 4th and 8th grades.</p> <p>Grade 8 students continue to participate in Living Environment Labs to fulfill the 1,200 required minutes for the year. Lab minutes are documented by the Living Environment/Biology teacher.</p> <p>An additional .6 Science teacher is teaching Grade 7 and assisting with Grade 8 (through push-in support). This allows the biology teacher to fully focus on Living Environment.</p>	<p>All Grade 8 students are enrolled in advanced science (Living Environment/Biology) in the 2021-2022 school year. The goal is to have 100% of 8th grade students assessed in 2022 (Living Environment Regents Exam).</p> <p>All science teachers responsible for using the new Living Environment/Biology curriculum have been trained in the new series of textbooks and have the appropriate materials needed for teaching.</p> <p>It is expected that all Grade 4 students will take both Parts 1 and 2 (Written) and the Performance assessment in 2022 (pending NYSED guidance due to COVID-19).</p> <p>All science replacement materials for the 2021-2022 school year have been received and teachers have the resources needed for standards-aligned instruction.</p> <p>There has been a total of 1,270 lab minutes possible for all students so far, with two state labs completed.</p> <p>A formative assessment was given to all grade 8 students on cell structure and function. This assessment was comprised of old Regents' questions aligned to the topic and standards. The data showed that 60% of students passed the assessment with a 65% or higher, while 40% of students earned a score of 64% or lower.</p>



		<p>Grades K-8 are reestablishing hands-on Science through labs conducted in the classroom. All COVID-19 Pandemic protocols are being adhered to.</p> <p>Grades 4 and 8 have been using and modifying district material and digital labs in addition to in-person labs.</p>	
<p>3-8 Chronic Absenteeism- All Students #160</p>	<p>Green</p>	<p>Grades 3-8, the Chronic Absenteeism for all students is as follows:</p> <ul style="list-style-type: none"> • 3rd- 32.76% • 4th-29.69% • 5th-31.91% • 6th-25.93% • 7th-27.12% • 8th-22.92.00% <p>Grades 3-8, the Chronic Absenteeism rate is 27.75%. The average daily attendance rate for students is 78.29%(ADA).</p>	<p>For the current reporting period, the following adjustments will be made to ensure that the Chronic absenteeism indicator is met:</p> <ul style="list-style-type: none"> • Attendance protocols and procedures will continue to be monitored by the attendance team to adjust and address student chronic absenteeism per grade level utilizing school resources to improve school wide attendance for all students. • Teachers will continue to alert the student support team of students having attendance issue, those students missing more than 3 days initially. • Student Academic Instructional groups created by grade level that specifically focuses on attendance have continue to be utilized during this reporting period. There are further goals of having teacher aids/assistants support in these groups to serve as liaison for families to help mitigate barriers that cause attendance to be on the decline. • Teachers will continue to provide culturally responsive teaching, geared to motivate all students to want to participate in school • Social-Emotional Learning (SEL) curriculum will continue to be embedded in all academic content areas to ensure that the individual needs of students are being met. Additionally, the new Social Emotional Coordinator (SEC) has added students to his case load and provides one on one counseling. • Parents and families will continue receiving information that explains the importance of attendance in school. This information will delineate specific information on Satisfactory, At-Risk, Severe, and Chronic absenteeism.



			<ul style="list-style-type: none">• Harvey Austin staff will continue to use the language line to communicate with non-English speaking families, so they are aware of the attendance expectations.• Harvey Austin School Leaders will continue to highlight students that have perfect attendance, as well as homerooms and grade levels that are exceeding attendance expectations.• Data will continue to be analyzed weekly to ensure that no student is left unnoticed.• Check and connect systems were implemented during to ensure that students with absenteeism issues have an individual that they can go and speak with regarding any matters that are barriers for them getting to school.• During this reporting period “In-house” systems have been refined by the district to ensure that the clerical staff codes attendance appropriately. <p>Our student attendance has been negatively impacted by the COVID- 19 pandemic. During this reporting period student chronic absenteeism rate is 27.75%, considering the COVID-19 pandemic and cold and flu season, greater efforts to improve student attendance will need to be implemented.</p> <p>While these systems and structures alone will not improve chronic absenteeism, data will be collected to ensure there are decreases in the amount of chronically absent students. Systems will be analyzed every 5 weeks with the school leadership team, student support team and attendance teacher to ensure that they are implemented successfully.</p>
--	--	--	---




Part III – Demonstrable Improvement Indicators-Level 2




Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator during
 October 16, 2021 – January 14, 2022**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
Family and Community Engagement (DTSDE Tenet 6) #6	Green	<p>Family and community engagement is a school priority. To strengthen two-way communication, teachers are required to communicate with parents daily through Dojo, Liveschool, and parent calls. Many hard-to-reach parents are informed through social media platforms. We have created a You tube channel this reporting period.</p> <div data-bbox="935 971 1489 1312" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Harvey Austin Parent YouTube Channel</p> <p>Harvey Austin teachers and staff will be posting videos to the Harvey Austin YouTube Channel 2-3 times a month. Videos will be about learning strategies, and important information.</p> <p>Our first video is already posted. Check out Mr. Merritt giving information on fire safety!</p> <p>Link to the channel: https://bit.ly/3HEUwnu</p> <p>Or Scan this QR Code</p>  </div>	<p>Schoology, Dojo, and Live School are used to connect with parents. Teachers provide families with both digital and paper communication in the form of daily updates and monthly newsletters. There continues to be a significant number of parents dropping off and picking up which enables personal communication between staff and parents, allowing immediate feedback.</p> <p>Social media platform data shows that parental engagement in posts often occurs after the information is posted. Creating a You Tube channel allows families to view teachers providing strategies related to daily lessons to support learning at home. Our Parent Facilitator used our FB page to reach out and support parents with logging in to TEAMS, accessing Schoology, and supporting other instructional needs during our remote learning day.</p>



		<p>Teachers used the school-wide data spreadsheet to track families with whom they engage with weekly.</p> <p>Harvey Austin School hosts Saturday Academy Sessions. They are aimed at supporting academic, enrichment, social/emotional topics and community resources that will help meet parents' needs. In addition to academics, other services provided this reporting session were from social services, UB Engineer Dept, Buffalo Public library, Explore and More and Catholic Health. The instructors are current Harvey Austin staff who offer another opportunity to strengthen the link between schools and the community.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>149 participants</p>  </div> <div style="text-align: center;"> <p>65 participants</p>  </div> <div style="text-align: center;"> <p>115 participants</p>  </div> </div>	<p>Teachers are required to reach at least three parents a week to provide feedback. We encourage teachers to promote more “glows” than “grows” during the short conversations to build stronger relationships with families.</p> <p>Saturday Academy Events are planned for the following dates: (subject to cancellation due to pandemic)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">February 5, 2022</td> <td style="width: 50%;">April 30, 2022</td> </tr> <tr> <td>March 12, 2022</td> <td>May 7, 2022</td> </tr> <tr> <td>April 2, 2022</td> <td>June 11, 2022</td> </tr> </table> <p>This is another opportunity to strengthen the connection between schools and the community. Harvey Austin continues to increase community resources at Saturday Academy events.</p>	February 5, 2022	April 30, 2022	March 12, 2022	May 7, 2022	April 2, 2022	June 11, 2022
February 5, 2022	April 30, 2022								
March 12, 2022	May 7, 2022								
April 2, 2022	June 11, 2022								
<p>Providing 200 Hours of Extended Day Learning Time (ELT) #94</p>	<p>Green</p>	<p>Due to the current COVID-19 pandemic and increased numbers of infection within Erie County, the BPS and its afterschool provider Matt Urban, have decided to halt all ELT programming here at Harvey Austin. There has been some discussion about offering a virtual afterschool program to students and families as an alternative to in-person. However, at this time no decision has been made.</p>	<p>NA</p>						



Teacher Attendance #95	Green	<table border="1"> <thead> <tr> <th>Time Period 2021</th> <th>FTEs</th> <th>Number of School Days</th> <th>B x C = Total Possible Days</th> <th>Total Absences</th> <th>D – E = Total Days Present</th> <th>% Present Daily</th> <th>% Absent Daily</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>67</td> <td>21</td> <td>1407</td> <td>50</td> <td>1357</td> <td>96.45%</td> <td>3.55%</td> </tr> <tr> <td>October</td> <td>67</td> <td>10</td> <td>670</td> <td>44</td> <td>626</td> <td>93.43%</td> <td>6.57%</td> </tr> <tr> <td>November</td> <td>67</td> <td>18</td> <td>1206</td> <td>128</td> <td>1078</td> <td>89.39%</td> <td>10.61%</td> </tr> <tr> <td>December</td> <td>67</td> <td>17</td> <td>1139</td> <td>113</td> <td>1026</td> <td>90.08%</td> <td>9.92%</td> </tr> </tbody> </table>	Time Period 2021	FTEs	Number of School Days	B x C = Total Possible Days	Total Absences	D – E = Total Days Present	% Present Daily	% Absent Daily	September	67	21	1407	50	1357	96.45%	3.55%	October	67	10	670	44	626	93.43%	6.57%	November	67	18	1206	128	1078	89.39%	10.61%	December	67	17	1139	113	1026	90.08%	9.92%	<p>As the current COVID-19 pandemic continues to rage in Western New York, we have experienced an increase in both student and teacher absences. As expected, the winter months would be challenging in terms of managing the increased staff absences due to cold and flu season, as well as the impact of COVID-19. The chart shows that our absences for teachers have increased on average of about 3% since September 2021. In the month of December teacher attendance increased slightly, this can be associated with the month being shorter due to the holiday break. However, we anticipate the months of both January and February will see teacher attendance rates decrease significantly.</p>
Time Period 2021	FTEs	Number of School Days	B x C = Total Possible Days	Total Absences	D – E = Total Days Present	% Present Daily	% Absent Daily																																				
September	67	21	1407	50	1357	96.45%	3.55%																																				
October	67	10	670	44	626	93.43%	6.57%																																				
November	67	18	1206	128	1078	89.39%	10.61%																																				
December	67	17	1139	113	1026	90.08%	9.92%																																				
3-8 ELA Black Core Subject Performance Index #102	Green	<p>Since 75% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 ELA All Students MGP #33.”</p>	<p>Since 75% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 ELA All Students MGP #33.”</p>																																								
3-8 ELA ED Core Subject Performance Index #105	Green	<p>Since 82% of the population of grades 3 through 8 at Harvey Austin School is identified as Economically Disadvantaged. Please see “Demonstrable Improvement Indicators (Level 1) 3-8 ELA All Students MGP #33.”</p>	<p>Since 82% of the population of grades 3 through 8 at Harvey Austin School is identified as Economically Disadvantaged. Please see “Demonstrable Improvement Indicators (Level 1) 3-8 ELA All Students MGP #33.”</p>																																								
3-8 Math Black Core Subject Performance Index #112	Green	<p>Since 75% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 Math All Students MGP #39.”</p>	<p>Since 75% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 Math All Students MGP #39.”</p>																																								
3-8 Math ED Core Subject Performance Index #115	Green	<p>Since 82% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 Math All Students MGP #39.”</p>	<p>Since 82% of the population of grades 3 through 8 at Harvey Austin School is identified as Black, please see “Demonstrable Improvement Indicators (Level 1) 3-8 Math All Students MGP #39.”</p>																																								



Part IV – Community Engagement Team (CET)

<p>Community Engagement Team (CET) <i>The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.</i></p>	
<p>Report Out of 2021-22 CET Plan Implementation</p>	
<ul style="list-style-type: none"> List the categories of stakeholders that have participated as members this reporting period. Include any changes made to the CET’s membership since the development of the Quarter #1 Report. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>



Community Engagement Team (CET) meetings are held once per month on a set schedule. Meetings take place every first Thursday of each month in conjunction with Site Based Management Team (SBMT) meetings- 1/13/22,

The categories of stakeholders that are represented at each CET meeting are building administrators, a parent representative, building teacher union representatives, a cohort of teachers, all instructional coaches, the Student Support Team, the Say Yes Community Schools Navigator, and Extended Learning Time coordinator.

Changes made to the Community Engagement Team (CET) membership since the development of the 2021-22 continuation plans include:

Principal: Mr. Cameron Hall
School Psychologist- Mrs. April Tapper
Guidance Counselor- Stacia Young
Say Yes Family Support Specialist- Shawna Soles
Social Emotional Coordinator- Travell Scales
Social Worker- Jamie Nixon
Parent Facilitator- Mrs. T’Zajah Bellot

We have a new Best Self Social Emotional Coordinator and Social Worker who both plan to actively participate in the implementation of the continuation plan here at Austin Harvey.

CET members report-out updates and upcoming events/strategy changes (and suggestions) and then the team works together to make decisions and/or brainstorm and plan collaboratively. Additionally, there is an open forum at the end of each meeting to allow participants to discuss any items or topics the standard agenda does not address. The CET will continue to report, share-out, plan and problem-solve the following areas: Community Schools, Receivership, Title 1/Parent Involvement, ELT, Wellness Committee, Student Support Team (SST), budgeting, and Culturally Responsive Learning and Teaching (CLRT).



Part V - Receivership Powers

Powers of the Receiver

Provide a summary of the use of the School Receiver's powers during this reporting period.

The school principal intends to use the Powers of the Receiver (#2,4,5, 8, 9) again in the 21-22 school year in similar fashion that they have been used throughout Receivership status.

The school leader has exercised the following powers of the Receiver: 2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority: This goal allows the Receivership school to fill vacancies with the person that will best fit the overall school community. At times, the most senior teacher that is applying for a Receivership school is not the person that will be able to meet the needs of the students. This power allows the school leader to select the individual that will best meet the needs of the students, as well as work well with his/her peers. 4.) Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay: The additional faculty meetings allows the school leader to provide monthly updates on data, related to the overall school improvement process. In addition, additional professional development is provided to the teachers, so that they are all learning the same content that will help student achievement. 5.) Discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate: Not all instructional staff are dedicated to helping the school improve or are able to assist the students that are served at Harvey Austin so that the school makes continuous improvement. Using this power of the Receiver, the staff that is dedicated, as well as a best fit for the school community can be selected to assist the school in overall school improvement. 8.) Discretion and ability to require teachers to use all technological tools necessary and appropriate to communicate with students and parents more effectively; district will provide training where needed: Teachers are required to use Infinite Campus, a student information system. This online platform has a gradebook, which is linked to a parent portal to help engage parents by allowing them to see grades in real time. This portal is also used to document parent communication, as well as input Office Disciplinary Referrals, which can be viewed by the parents. Teachers also use Class DOJO in grades (K – 5) to update parents on the positive and negative behaviors of their child. 9.) Discretion and ability to modify schedule at any time to add more common planning time: Teachers can meet in both Horizontal (grade level) and Vertical teams so that they are collaborating with their colleagues on overall school improvement. This collaboration allows teachers to work collaboratively to determine standards that are missed across grades, problem solving for students that need additional support, and to identify best practices that should be implemented across all grades.



Part VI – Assurance and Attestation


By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print):
Signature of Receiver:
Date:

Dr. Kriner Cash

1/28/22

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): Travell Scales
Signature of CET Representative: 
Title of CET Representative: Social Emotional Coordinator
Date: 1/14/22