

CONTINUATION PLAN

School Improvement Grant (SIG) 1003(g)
2015-16

School:	Harvey Austin Elementary School #97	District:	Buffalo Public Schools
BEDS Code:	140600010197	District Contact:	Casandra Wright, cwright@buffaloschools.org , phone#
Enrollment:	<i>Approx. 600 students</i>	SIG Model:	Transformation
Grades Served:	<i>PreK-8</i>	Cohort:	5

Guidance: District and school staff should respond to the *Summary* sections of this document by both analyzing and summarizing the key strategies of the 2014-15 school year in light of their realized level of implementation and their impact on student learning outcomes. Collectively, the *Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies, as well as their long-term sustainability and connectivity to diagnostic review feedback.

Green	<i>No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.</i>
Yellow	<i>Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.</i>
Red	<i>Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.</i>

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		Provided by District	Provided by District
ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and		Provided by District	Provided by District

<p><u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>			
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<p>Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:</p>			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<p>Lt. Col. Matt Urban Human Services Center of WNY ran a 21st Century After School Program for students in grades 4 through 8 from October 2014 through June 2015. The three goals for the 21st Century Program were enhance academic achievement of students participating in the program, develop good citizens who make healthy choices at home, at school, and in the community, and focus on increasing family involvement in their child’s education and within the school community.</p> <p>Say Yes Buffalo provided one full time Family Support Specialist to Harvey Austin in the 2014-2015 school year. The Say Yes Buffalo partnership is a landmark collaboration that brings together the Buffalo Public School District, the District Parent Coordinating Council, the Buffalo Teachers Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, higher education and Say Yes to Education, Inc., with a</p>	<p>Lt. Col. Matt Urban Human Services Center of WNY will run a 21st Century After School Program for students from October 2015 through June 2016. The three goals for the 21st Century Program are: Enhance academic achievement of students participating in the program, develop good citizens who make healthy choices at home, at school, and in the community, focus on increasing family involvement in their child’s education and within the school community.</p> <p>Say Yes Buffalo will provide one full time Family Support Specialist to Harvey Austin in the 2015-2016 school year. The Say Yes Buffalo partnership is a landmark collaboration that brings together the Buffalo Public School District, the District Parent Coordinating Council, the Buffalo Teachers Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, higher education and Say Yes to Education, Inc., with a</p>

		<p>diverse group of Buffalo area corporate, non-profit, and philanthropic organizations. Their mission is to increase high school and postsecondary completion rates by organizing people, time, money and resources to remove social, behavioral, health, financial and academic barriers to student achievement. Say Yes Buffalo partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.</p> <p>Sisters Hospital School Health Program is a District partner. They provide a school-based health alliance. This program is funded by a grant from the NYS Department on Health and the NYS Department of Education. The program includes a full time social worker, nurse practitioner and nurse. Harvey Austin had 75% of students enrolled in this program during the 2014-2015 school year. The main goal of the program was to provide health care (including medications and physicals) to students in order to reduce student absenteeism.</p>	<p>diverse group of Buffalo area corporate, non-profit, and philanthropic organizations. Their mission is to increase high school and postsecondary completion rates by organizing people, time, money and resources to remove social, behavioral, health, financial and academic barriers to student achievement. Say Yes Buffalo partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities</p> <p>Sisters Hospital School Health Program is a District partner. They provide a school-based health alliance. This program is funded by a grant from the NYS Department on Health and the NYS Department of Education. The program includes a full time social worker, nurse practitioner and nurse. The goal is to have 75% of our students enrolled in the 2015-2016 school year. The main goal of the program is to provide health care (including medications and physicals) to students in order to reduce student absenteeism.</p>
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>		<p>National Urban Alliance (NUA) is the main partner for the School Improvement Grant (SIG) for Harvey Austin. NUA conducted ongoing professional development to the staff of Harvey Austin over the course of the 2014-2015 SIG.</p> <p>Meetings and trainings were used for developing, aligning, and creating strategies learned from NUA in order for implementation in the classroom. A compilation of strategies</p>	<p>National Urban Alliance (NUA) is the main partner for the School Improvement Grant (SIG) for Harvey Austin. NUA will conduct ongoing professional development to the staff of Harvey Austin over the course of the 2015-2016 SIG.</p> <p>Meetings and trainings will be used for developing, aligning, and creating strategies learned from NUA in order for implementation in the classroom. A compilation of strategies</p>

	<p>to enrich and enhance explicit instruction in the classroom were created in the form of a strategic resource book. A major focus was on student engagement and student-driven instruction.</p> <p>NUA was the main educational partner for the 2014-2015 school year. NUA provided professional development and support for instructional staff based on three core beliefs, five critical experiences, three components of every lesson, explicit strategy instruction protocol; all used within nine supportive practices as described below: <u>Pedagogy of Confidence:</u> The NUA Principles <u>NUA's 3 Core Beliefs:</u> Intelligence is modifiable, all students benefit from a focus on high intellectual performance, learning is influenced by the interplay of <i>culture, language, and cognition</i>. <u>NUA's 5 Critical Experiences:</u> Responding to a variety of texts (fiction, non-fiction, audio, visual, all forms of art), Composing (oral and written), Sustained reading of a variety of self-selected texts, Studying and mastering language patterns, Learning how to learn <u>3 Components of Every Lesson:</u> Priming—getting ready to learn, recalling prior knowledge, Processing—interacting with new information, Retaining for mastery—review, apply new information in new contexts The NUA “Explicit Strategy Instruction Protocol” provides learners with vital information about a strategy and why it is being taught in a particular learning situation. As teachers use the frame it becomes a scaffold for the student. This scaffold aids students in recalling information about a</p>	<p>to enrich and enhance direct instruction in the classroom will be created in the form of a strategic resource book. A major focus will be on student engagement and student-driven instruction.</p> <p>NUA will be the main educational partner for the 2015-2016 school year. NUA provides professional development and support for instructional staff based on three core beliefs, five critical experiences, three components of every lesson, explicit strategy instruction protocol; all used within nine supportive practices as described below: <u>Pedagogy of Confidence:</u> The NUA Principles <u>NUA's 3 Core Beliefs:</u> Intelligence is modifiable, all students benefit from a focus on high intellectual performance, Learning is influenced by the interplay of <i>culture, language, and cognition</i>. <u>NUA's 5 Critical Experiences:</u> Responding to a variety of texts (fiction, non-fiction, audio, visual, all forms of art), Composing (oral and written), Sustained reading of a variety of self-selected texts, Studying and mastering language patterns, Learning how to learn <u>3 Components of Every Lesson:</u> Priming—getting ready to learn, recalling prior knowledge, Processing—interacting with new information, Retaining for mastery—review, apply new information in new contexts The NUA “Explicit Strategy Instruction Protocol” provides learners with vital information about a strategy and why it is being taught in a particular learning situation. As teachers use the frame it becomes a scaffold for the student. This scaffold aids students in recalling information about a</p>
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	<p>particular strategy and what the strategy does. When introducing a new strategy the teacher uses old or familiar information. The idea is for the student to learn the strategy without having to struggle with learning new content n as well. It is the “strategy” that is being taught. <u>Used Within a Context of <i>Nine Supportive Practices</i></u>: Expectations of Excellence, Continual Search for Patterns, Insistence on Working Toward Mastery, Teacher Modeling of Skills and Processes, Intensive Direct Instruction and Practice, Study of African and African American Philosophical Thought, Focus on Discourse, Inquiry, and Creative and Symbolic Thinking, Using Knowledge for Transformative Social Criticism and Community Action, In-Depth Study and Performance of African and African American Culture (Mann, 1997).</p> <p>NUA completed five full days of staff trainings on Saturdays throughout the 2014-2015 school year. They also conducted on-site training to a cohort of 20 staff who volunteered for the first cohort. In addition to training staff on-site NUA mentors modeled NUA strategies in the classrooms of this volunteer cohort multiple times in 2015.</p> <p>The five Saturday trainings each averaged 40 out of 60 teachers/administrators in attendance.</p> <p>NUA training staff conducted 14 on-site trainings to Cohort 1 (approximately 20 teachers). These on site trainings consisted of both small group professional development and push in classroom modeling of NUA</p>	<p>particular strategy and what the strategy does. When introducing a new strategy the teacher uses old or familiar information. The idea is for the student to learn the strategy without having to struggle with learning new content n as well. It is the “strategy” that is being taught. <u>Used Within a Context of <i>Nine Supportive Practices</i></u>: Expectations of Excellence, Continual Search for Patterns, Insistence on Working Toward Mastery, Teacher Modeling of Skills and Processes, Intensive Direct Instruction and Practice, Study of African and African American Philosophical Thought, Focus on Discourse, Inquiry, and Creative and Symbolic Thinking, Using Knowledge for Transformative Social Criticism and Community Action, In-Depth Study and Performance of African and African American Culture (Mann, 1997).</p> <p>NUA will complete four full days of staff trainings on Saturdays throughout the 2015-2016 school year. They will also conduct on-site training to a cohort of 20 staff who will volunteer for the second cohort. In addition to training staff on-site they will model NUA strategies in the classrooms of this volunteer cohort multiple times in 2015-2016.</p> <p>NUA training staff will conduct 20 on site trainings to Cohort 2 (approximately 20 teachers). These on site trainings consist of both small group professional development and push in classroom modeling of NUA strategies with students at Harvey Austin.</p> <p>NUA staff/trainers will meet with the principal and assistant principal either before or after</p>
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	<p>strategies with students at Harvey Austin.</p> <p>NUA staff/trainers met with the principal and assistant principal either before or after every on-site training. Leaders of the organization also made on site visits to meet with the principal. Current progress, as well as future plans, were discussed at these meetings. The feedback from the training was collected through the Professional Growth System (PGS) surveys. The feedback from the Saturday trainings was extremely positive with high ratings. Over 50% of the teachers rated that their “instruction will be significantly modified”.</p>	<p>every on-site training session. Leaders of the organization will also make on site visits to meet with the principal. Current progress as well as future plans will be discussed at these meetings.</p> <p>The feedback from the training will be collected through the Professional Growth System (PGS) surveys.</p> <p>-see attached RFP</p> <p>The Step up to Writing (SUTW) program provided by Voyager Sopris Learning will be a new external partner funded through SIG in the 2015-2016 school year. Step up to Writing is in our original SIG. There were obstacles to starting it in the 2014-2015 school year, so it will be implemented in 2015-2016.</p> <p>SUTW strategies are now built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening. The new edition has four grade bands making the proven SUTW strategies targeted to students’ grade levels and subject-area learning in specific grades.</p> <p>Implementing SUTW in every grade establishes a common writing language across grade levels and content areas. SUTW materials and training will be purchased using SIG funds. 33 classroom sets will be purchased as well as two full days of training and two half days of training.</p> <p>Accountability will be measured through Buffalo Public Schools’ Professional Growth System (PGS) surveys, administrative</p>
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			<p>observations and the use of the Data Driven Instruction/Inquiry (DDI) process (targeted toward writing samples) during grade level meetings.</p> <p>Attach RFP</p> <p>Refer to PD plan</p>
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.		<p>Grades K through 6 utilized the Houghton Mifflin Harcourt Journeys Common Core (CC) reading program for English Language Arts (ELA) instruction. With Common Core-based instruction integrated into every unit and lesson, it provided the resources needed to plan and assess effectively, as well as teach and engage students. The Journeys CC student text put the Common Core Learning Standards (CCLS) in the hands of every student so they were able to take ownership and become immersed in their learning. Scaffolding and differentiation were part of everyday instruction in Journeys to ensure the needs of every child were met. Multiple opportunities for differentiation included Junior Great Books (JGB), Leveled Readers, and Write-In Readers with extra support for emergent, reluctant, or struggling readers. There were also digital learning tools and interactive whiteboard lessons available to help teachers maximize</p>	<p>Grades K through 6 will utilize the Houghton Mifflin Harcourt Journeys Common Core (CC) reading program for English Language Arts (ELA) instruction. With Common Core-based instruction integrated into every unit and lesson, it will provide the resources needed to plan and assess effectively, as well as teach and engage students. The Journeys CC student text will put the Common Core Learning Standards (CCLS) in the hands of every student so they will be able to take ownership and become immersed in their learning. Scaffolding and differentiation will be part of everyday instruction in Journeys to ensure the needs of every child are met. Multiple opportunities for differentiation include Junior Great Books (JGB), Leveled Readers, and Write-In Readers</p>

	<p>their effectiveness and get students engaged and excited about learning.</p> <p>Grade 6 also incorporated New York State (NYS) CC ELA Module 2A as a unit of study. The grade 6 team of teachers, as well as Harvey Austin Instructional Coaches met as a curriculum committee and collaborated in order to thoroughly plan the unit. In this module, students considered essential questions as they read the novel <i>Bud, Not Buddy</i>, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. They read the novel closely for its figurative language and word choice, analyzed how these affected the tone and meaning of the text, engaged in close reading, and used details to develop claims about a larger theme.</p> <p>The data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next was continuously used to adjust, differentiate, and improve instruction. Teacher's progress monitored the students who scored <i>intensive</i> (red) bi-weekly, <i>strategic</i> (yellow) approximately every three weeks, and <i>benchmark</i> (green) approximately once a month. During grade level meetings, the teachers analyzed the data using the Data Driven Instruction/Inquiry (DDI) and regrouped students approximately every 12 weeks in Response to Intervention (RTI). When students in grades 1 through 5 went to their differentiated groups during the RTI block, the students who scored <i>intensive</i> or <i>strategic</i> on multiple measures of data, including but not limited to DIBELS Next, received explicit</p>	<p>with extra support for emergent, reluctant, or struggling readers. There are also digital learning tools and interactive whiteboard lessons available to help teachers maximize their effectiveness and get students engaged and excited about learning. Harvey Austin received a Developing rating on Tenet 3-Curriculum Development and Support on the 2013 Diagnostic Tool for School and District Effectiveness (DTSDE). The teachers will implement the recommendation of developing unit and lesson plans collaboratively, using Journeys resources that meet the demands of the CCLS and grade level Data Driven Instruction/Inquiry (DDI) protocols that incorporate a progression of sequenced and scaffolded skills.</p> <p>Grade 6 will continue to incorporate New York State (NYS) CC ELA Module 2A as a unit of study. The grade 6 team of teachers, as well as Harvey Austin Instructional Coaches will meet as a curriculum committee and collaborate in order to adjust instruction based on the outcomes of the 2014-2015 implementation of the unit. In this module, students will consider essential questions as they read the novel <i>Bud, Not Buddy</i>, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research</p>
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	<p>instruction in one of several decoding programs (Reading Mastery I, Reading Mastery II, Decoding A, Decoding B). This instruction was ongoing and showed improvements according to the DIBELS Next Middle of Year (MOY) benchmark assessment in oral reading fluency across four grade levels.</p> <p>The first through third grade teams, with the assistance of the Instructional Coaches and Reading teacher, assessed their students one-on-one using the Fountas & Pinnell (F&P) Benchmark Assessment System. This allowed for the teachers to place each of their students at their instructional reading levels. From there, the teachers formed small ability groups, used Journeys leveled readers and/or Scholastic leveled books, and conducted guided reading instruction during the ELA block and/or RTI block. In these small groups the teachers were able to work on skills such as vocabulary development, comprehension, story elements, and oral reading fluency. Strategies learned from NUA were utilized in order to improve student achievement. Such strategies implemented were Circle Maps, Bubble Maps, Tree Maps, Scrambled Words and Sentences, Anticipation Guides, and Flow Maps.</p> <p>Writing was a focus in grades K through 2, so Pre-K through grade 2 teachers incorporated Morning Message, an NUA strategy, into their daily instruction. This strategy is a shared writing opportunity for students to develop sentence fluency, master sentence patterns, develop vocabulary, and create a caring, safe, yet risk-taking classroom community.</p> <p>This year grades 7 and 8 utilized the NYS CC</p>	<p>texts. They will read the novel closely for its figurative language and word choice, analyze how these affected the tone and meaning of the text, engage in close reading, and use details to develop claims about a larger theme. Harvey Austin received a Developing rating on Tenet 3-Curriculum Development and Support on the 2013 DTSDE. The teachers will implement the recommendation of developing unit and lesson plans collaboratively, using Journeys resources that meet the demands of the CCLS and grade level DDI protocols that incorporate a progression of sequenced and scaffolded skills.</p> <p>The data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next will be continuously used to adjust, differentiate, and improve instruction. Teachers will progress monitor the students who score <i>intensive</i> (red) bi-weekly, <i>strategic</i> (yellow) approximately every three weeks, and <i>benchmark</i> (green) approximately once a month. During grade level meetings, the teachers will analyze the data using the DDI and regroup students approximately every 12 weeks in Response to Intervention (RTI). When students in grades 1 through 5 go to their differentiated groups during the RTI block, the students who score <i>intensive</i> or <i>strategic</i> on multiple measures of data, including but not limited to DIBELS Next,</p>
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	<p>ELA Modules from https://www.engageny.org/ as a resource for ELA instruction. All of the modules paired literature with rich informational text (including primary source documents and literary nonfiction) on the topic. Informational text and supplemental literature in each module met the expected range of quantitative complexity. All modules embedded routines related to written argument; argumentation was a particular focus of Module 4. All modules intentionally integrated resources from Odell Education (OE) who is dedicated to fostering creativity and critical thinking in students and the education community.</p> <p>Grades K through 8 utilized the NYS CC Mathematics Modules from https://www.engageny.org/ as a resource for Mathematics instruction. Curriculum modules in mathematics were marked by in-depth focus on fewer topics. They integrated the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.</p>	<p>will receive explicit instruction in one of several decoding programs (Reading Mastery I, Reading Mastery II, Decoding A, Decoding B). Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. The teachers will implement the recommendation of developing and implementing the practice of using both summative and formative data to develop curriculum that targets different student needs. The teachers will also provide actionable feedback that is clear and targeted for students to understand how to improve their work.</p> <p>The first through fourth grade teams, with the assistance of the Instructional Coaches and Reading teacher, will assess their students one-on-one using the Fountas & Pinnell (F&P) Benchmark Assessment System and/or the Reading A-Z Benchmark Assessment from www.readinga-z.com/. This will allow for the teachers to place each of their students at their instructional reading levels. From there, the teachers will form small ability groups, use Journeys leveled readers and/or Scholastic leveled books, and conduct guided reading instruction during the ELA block and/or RTI block. In these small groups, the teachers will be able to work on skills such as vocabulary development, comprehension, story elements, and oral reading fluency. Strategies learned from National Urban Alliance (NUA) will be utilized in order to improve student achievement. Such strategies to continue</p>
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		<p>implementing are Circle Maps, Bubble Maps, Tree Maps, Scrambled Words and Sentences, Anticipation Guides, and Flow Maps. Writing will continue to be a focus in grades Pre-K through 2. Pre-K through grade 2 teachers will continue to incorporate Morning Message, an NUA strategy, into their daily instruction. This strategy is a shared writing opportunity for students to develop sentence fluency, master sentence patterns, develop vocabulary, and create a caring, safe, yet risk-taking classroom community. Harvey Austin received a Developing rating on Tenet 3-Curriculum Development and Support and a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. The teachers will implement the recommendation of ensuring that discussions at grade level meetings include planning of how to develop interdisciplinary curricula and developing a strategic plan to ensure that an interdisciplinary curriculum is embedded across the school and its success carefully monitored and evaluated. In addition, the Harvey Austin teachers will provide a more cohesive and systematic plan of action for teachers to develop and implement instructional plans that are reflective of the CCLS shifts.</p> <p>Grade 7 and 8 teachers will continue to utilize the NYS CC ELA Modules from https://www.engageny.org/ as a resource for ELA instruction. All of the modules pair literature with rich informational text (including primary source documents and</p>
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			<p>literary nonfiction) on the topic. Informational text and supplemental literature in each module meet the expected range of quantitative complexity. All modules embed routines related to written argument; argumentation will be a particular focus of Module 4. All modules intentionally integrate resources from Odell Education (OE) who is dedicated to fostering creativity and critical thinking in students and the education community. Harvey Austin received a Developing rating on Tenet 3-Curriculum Development and Support on the 2013 DTSDE. The teachers will implement the recommendation of developing unit and lesson plans collaboratively, using NYS CC ELA Modules from https://www.engageny.org/ as a resource that meets the demands of the CCLS and grade level DDI protocols that incorporate a progression of sequenced and scaffolded skills.</p> <p>Grades K through 8 will utilize the NYS CC Mathematics Modules from https://www.engageny.org/ as a resource for Mathematics instruction. Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and</p>
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			<p>high expectations for mastery. Harvey Austin received a Developing rating on Tenet 3- Curriculum Development and Support on the 2013 DTSDE. The teachers will implement the recommendation of developing unit and lesson plans collaboratively, using NYS CC Mathematics Modules from https://www.engageny.org/ as a resource that meets the demands of the CCLS and grade level DDI protocols that incorporate a progression of sequenced and scaffolded skills.</p> <p>The Step up to Writing (SUTW) program provided by Voyager Sopris Learning will be a new external partner funded through SIG in the 2015-2016 school year. SUTW is in Harvey Austin's original SIG. There were obstacles to starting it in the 2014-2015 school year, so it will be implemented in 2015-2016. SUTW strategies are now built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening. The new edition has four grade bands making the proven SUTW strategies targeted to students' grade levels and subject-area learning in specific grades. Implementing SUTW in every grade establishes a common writing language across grade levels and content areas. Accountability will be measured through Buffalo Public Schools' Professional Growth System (PGS) surveys, administrative observations and the use of the DDI process (targeted toward writing samples) during grade level meetings. Harvey Austin received a</p>
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			<p>Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. The teachers will implement the recommendation of developing and implementing instructional plans that are reflective of the CCLS shifts.</p>
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>		<p>NUA presented strategies for improving instructional practice to volunteer cohorts of staff. In order to accomplish Harvey Austin's SIG goals, NUA designed this professional development and modeled many significant strategies that increased academic outcomes for students. Volunteer staff from Harvey Austin attended five full days of professional development outside of the school day. An additional 18 days were provided during the school day for cohorts of staff where NUA strategies and push-in modeling sessions were provided.</p> <p>After analyzing the data from a staff survey, of the 20 strategies taught by NUA, the following were utilized consistently in grades Pre-K through 8 classrooms: Community Builders, Who, What, Where, When, and How, Circle Maps, Taxonomy, Flow Maps, and 4 Square Writing.</p> <p>Two Instructional Technology Coaches from Buffalo Public Schools provided an all-day technology professional development to volunteer staff. Teachers learned how to use ActiVotes, the ACER Tablet Cart, and advanced applications on the Promethean Board/Active Inspire.</p>	<p>Harvey Austin is committed to providing high quality, highly effective instruction and equal access to academic opportunities. According to the data cited in the Educational Plan, Section I, there continues to be a significant need for improvement across all grades in both reading and math. It is evident that the students are not meeting the rigorous standards set forth by New York State. In order to achieve this, Harvey Austin will implement NUA instructional strategies that increase opportunities for higher order thinking, analysis and problem solving, and deeper content understanding across core courses and common branch subjects. Harvey Austin's approach for the 2015-2016 school year will be guided by the Pedagogy of Confidence, the fearless expectation and support for the high intellectual performance of all students, especially those who are dependent on the school and community for the skills and support needed to attain high achievement. Harvey Austin will uncover the strengths of their students and then build upon those strengths. In addition, Harvey Austin will implement instructional practice by using the pedagogical shifts demanded by the Common Core State Standards. Instructional strategies will address shifts in ELA/Literacy by giving students a balanced wide range of both informational and literary texts so they can learn about the world through reading. Students will be challenged to read text closely</p>

		<p>There was a three-part Classroom Management training provided by a Buffalo Public Schools Positive Behavioral Interventions and Supports (PBIS) facilitator. Participants learned classroom behavior and management strategies including STOIC (Structure, Teach, Observe, Interact, Correct) and CHAMPS (Conversation, Help, Activity, Movement, Participation) as models for increasing student engagement.</p> <p>The Buffalo Public Schools Special Education Supervisor provided training on the Co-Teaching Instructional Model. Co-teaching teams in grades 1 through 6 were trained on Marilyn Friend’s Six Models of Co-Teaching. Topics included specially designed instruction and the planning process.</p>	<p>by citing and discussing evidence to support their arguments. Vocabulary in context will teach the academic vocabulary that students need to access the upcoming complex text with a research-based routine that connects new words to prior knowledge. Instructional strategies based on https://www.engageny.org/ and NUA will address shifts in mathematics by building skills within and across grades by spending more time on fewer concepts. By building speed and accuracy, students will be able to use mathematics in the real world, think fast, and solve problems. Students will develop a deeper understanding of mathematical concepts and become highly intellectual mathematical thinkers.</p> <p>Harvey Austin received an ineffective rating in the category of curriculum development and support from the 2013 DTSDE review. It was recommended that teachers develop a comprehensive plan to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. By utilizing the NUA model, the students will have the opportunity to co-create innovative curriculum-related projects using 21st century technology with teachers.</p>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>		<p>The 21st Century After-School Program run by the Matt Urban Human Services Center began on 10/08/2014. The program times were from 3:15-6:00 P.M. Monday through Friday for students in grades 4 through 8. Students were offered an afternoon meal prior to starting their academic period. This period of instruction focused on student academic needs and was aligned with daily instruction.</p>	<p>The 21st Century After-School program will be run by Matt Urban, and is slated to begin on 10/05/2015. The program times will be from 3:15-6:00 P.M. Monday through Friday for students in grades 4 through 8. Students will be offered an afternoon meal prior to starting their academic period. This period of instruction will focus on student academic</p>

		<p>There were 228 students enrolled in the after school program, which exceeded Harvey Austin’s target of 200 students.</p> <p>Matt Urban posted instructional positions on the Buffalo Public Schools website and flyers were made available to potential candidates. Teachers were hired based on recommendations of previous director, and administration approval. Students were recruited by teachers and parent approval.</p> <p>Multiple data points were used to measure the impact of the 21st Century After-School Program. Assessments included DIBELS Next, NYS ELA and Mathematics assessments, and pre and post teacher created outcomes-based assessments.</p>	<p>needs, and will be aligned with daily instruction. Teachers will continue using the NUA strategies to build on student strengths. Collaboration with teachers during the regular school day and teachers in the extended day program will be continuous. Students will be recruited based on end-of-year DIBELS Next, NYS English Language Arts and Math assessments, and post teacher created outcome based assessments. Instructional teachers will be hired based on recommendations and administration approval. Harvey Austin’s targeted goal is to build on student strength, show growth in the classroom as well on state and local assessments. The program will be evaluated using attendance data, activity maps, and site observations. Performance will be measured by ELA and Math assessments. 15% of regular participants will increase their level score, or maintain proficiency. This will be measured by NYS ELA and Math assessment scores for the previous and current school year. The program hours for the extended learning time will remain 3:15-6:00 with an emphasis on maximizing instructional time and building on student strengths.</p>
<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and</p>		<p>During the 2013-2014 school year, the Data-Driven Instruction/Inquiry (DDI) process was implemented in the following ways:</p> <p><u>Teacher/Administrator one-on-one meetings:</u> As part of the District negotiated APPR process, administrators meet with teachers minimally twice a year for an Announced Observation</p>	<p>During the 2014-2015 school year, the DDI process and meetings will focus on the school’s top priorities of reading, writing, and mathematics improvement. DDI meetings each cycle will target these areas more specifically based on the need at each grade level and the achievement of Common Core Learning Standards particular to that grade level. The</p>

<p>resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>	<p>which includes a pre and post conference, as well as an Unannounced Observation which also includes feedback following the observation. Based on the feedback from the DTSDE School Review Section 2.4 (Dec. 2013), the three administrators have been focusing on providing more actionable feedback (written and oral) with precise suggestions and elaborative comments on what teachers need to do to improve. This feedback includes suggestions and reflective discussions on specific instructional strategies in order to increase student mastery, how to align strategies and activities to meet lesson objectives, how to align the objective with the CCLS for that grade level, and how to differentiate aspects of the lesson both to challenge students and scaffold instruction for students in need. Teachers are expected to produce formal or informal assessment data that assessed the lesson objective so the data can be analyzed and re-teaching determined.</p> <p><u>Grade-Level Meetings:</u> Each grade level meets together once a six day cycle for various purposes. At the start of the 2014-2015 year, the DDI cycle began by analyzing the results of the June 2014 NYS ELA and Mathematics Assessment Data. The data results allowed teachers to plan Academic Intervention Services for individual students; however an in-depth item analysis was not possible due to the security of the examinations. Therefore, teachers utilized assessment questions similar to NYS ELA and Mathematics assessment questions in order to best identify student strengths and weaknesses and inform instruction. By October 2014, all students in K-4</p>	<p>action plan includes the following: A school-wide faculty meeting in September in which the foundation is built for DDI. Since Step-Up to Writing will begin its implementation in October, this will be the focus of the first DDI cycle. The first two grade level meetings will focus on the Norms of Collaboration and understanding our own cultural proficiency while setting a writing task for the first cycle of DDI. The next two DDI meetings the Data Coach will guide the grade level team through the long cycle of DDI based on student writing samples in which teams identify student learning problems, using the data and research to verify causes and generate solutions. In the meantime, teachers will spend 2 cycles instructing using best practices from Step Up to Writing. At the 7th DDI cycle, teams will bring back writing assessment data and go through the short cycle in order to monitor results. Teams will share best practices and utilize common planning times to plan re-teaching or next steps. Once teachers know how to make predictions, observations, and document results, teams can complete the first part of the process on their own and come together to identify learning problems and generate solutions. Through instructional coaching, conversations will center around the research-based strategies learned through NUA, Step Up to Writing and through other professional development opportunities district and school wide. The goal is to make the best use of the time together in meetings by collaborating on best practices and planning ahead. The DDI meetings will focus on writing, reading, math and incorporating technology, Science and Social Studies into all three areas. The math,</p>
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	<p>were tested using DIBELS Next or Fountas and Pinnell Running Records. Teacher teams looked deeper into the data to determine student strengths and weaknesses in various literacy areas. The outcome was that the majority of students across all grade levels were reading well below grade level and this became the focus at the primary level. The textbook budget was used to purchase leveled readers, many of which were non-fiction, in order to meet the needs of all reading levels while simultaneously targeting content area curriculum. Teachers also used online resources like Reading A-Z, ABC Mouse, Starfall, etc. to improve literacy. The DDI cycle continued as teachers instructed reading through guided reading groups and through literacy areas, students were tested, and the results allowed the teacher to move students to a more advanced group or increase the individual level of the student. As a result, many students have closed their reading gap and have shown increases in reading level. Kindergarten, first, and second grade teachers were required as part of the APPR to assess student writing based on certain Common Core Learning Standards at each grade level. Teachers set targets for each student based on a rubric, and then utilized the DDI process to teach, assess, and reteach writing. Throughout the year, teachers would implement writing strategies (graphic organizers like Four Square, Morning Message and other Shared Writing experiences, and continuously thinking aloud, modeling, and practicing locating and writing text details to support a topic/main idea). Teachers then assessed writing independently, scored against the rubric, identified strengths and weaknesses, and then retaught or focused</p>	<p>technology, and literacy coaches will incorporate DDI support into their daily and weekly schedules to meet with teachers during preparation periods and provide job – embedded professional development during lesson implementation. It was recommended in the DTSDE School Review (2013) that school leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices. The DDI cycle is an evidenced-based system that administrators will put into action at the start of the year and provide guidance to the coaches and teachers during its implementation process.</p>
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		<p>on areas not yet mastered. These particular grade levels utilized the DDI process to assess mastery of certain CCLS in Math as part of the required APPR process.</p> <p><u>Lesson Plans:</u> Daily and weekly lesson plans demonstrate how teachers are using all types of data to plan for and inform instruction. For example, literacy and math areas are designed with activities for certain students to continually practice and reinforce skills previously taught or to challenge students who may have already mastered a skill. Student groupings reflect thoughtful pairing in which students can learn from one another. Lesson plan are checked by administrators and oral/written feedback provided.</p> <p><u>Professional Development:</u> In addition to the job-embedded professional development of the DDI cycle through administrator-teacher meetings and Grade-level Meetings, Professional Development through National Urban Alliance (NUA), has focused on the research-based instructional strategies portion of the cycle which teachers need to implement in order to initially teach the curriculum and then pull from in order to reteach the curriculum after data has been assessed. This component is crucial to implement the DDI process in a productive worthwhile manner, not just going through the motions of the DDI cycle.</p>	
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a</p>		<p><u>Student Support Team:</u> The Student Support Team (SST) is comprised of a full time Committee on Special Education (CSE) Chair, part time School Social Worker, part time School Psychologist, part time School</p>	<p><u>Student Support Team:</u> In the 2015-2016 school year, the SST plans to continue utilizing and strengthening the systems and structures that were newly executed during the 2014-2015 school year.</p>

<p>timely and effective manner.</p>	<p>Counselor, full time Say YES Family Support Specialist, full time Social Worker through the Sister’s Hospital Health Clinic, and a part time Social-Emotional Coordinator/After School Coordinator through Child and Adolescent Treatment Services (CATS). The following work was done in the 2014-2015 school year to help eliminate social/emotional barriers to learning for our students.</p> <p>Actions/Systems & Structures: The SST team created a table that clarified and identified the roles of each of the team members to clarify any confusion on the roles of each team member to staff and parents as well as to delineate duties amongst the team. A table of criteria and supports for Tier 2 and Tier 3 interventions was created to help streamline the situations by which a student would be identified to receive a Tier 2 or 3 intervention. (Tier 2/Secondary Systems provide targeted interventions to support students who are not responding to Tier 1/Universal strategies. Tier 3/Tertiary supports are designed for individual students who are identified as having severe, chronic or pervasive concerns). The criteria then were used during SST team meetings to help guide discussion of supports needed for specific students. A brochure was created to hand out to families informing them of the staff members and building supports available within the school for social/emotional/behavioral concerns. A referral form was included on the back of the brochure that a parent could complete and send in to the SST to request supports for their child. The referral forms were kept the same as in previous years; however, the mailbox</p>	<p>Reinforcing the systems and structures that were implemented last year will help to provide continuity among the team and strengthen the team’s foundation. The supports that will continue to be utilized and strengthened include: continuing the use of the table of staff and their roles to clarify job duties and functions, more frequent use of the SST brochure with families and outside providers, consistently referencing and adhering to the list of Tier 2 and Tier 3 criteria and supports during SST meetings, reinforcing the referral process with teachers and staff, use of the referral binder at the start of the year, dividing the team into “houses” to better manage student needs, and adhering to a consistent SST meeting schedule while continuing to use the meeting protocol that has been implemented.</p> <p>In addition, the SST plans to update the referral form to allow space to document what follow up actions were taken for that student and continue to communicate the referral process with staff via presentations at staff meetings, email refreshers and information shared in weekly bulletins. The SST plans to request time at each monthly faculty meetings to present to topics related to social, emotional and developmental health. Topics to be presented will include CSE regulations, refreshers on how the SST referral process works, the CICO process, how to complete student intervention records, information on how to read and use Functional Behavior Assessments and Behavior Intervention Plans, the role of social/emotional health on a student’s academic success, etc. This will keep all teachers and staff abreast of</p>
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	<p>within the SST office was reorganized to be clearer to teachers, staff and parents as to how to submit a referral form to the SST team. A binder was created to house the referral forms, which is organized by date. The staff member's document on the bottom of the referral forms what steps are to be taken to support the referred student, then the completed form is filed away for future reference if needed.</p> <p>The SST as a group presented information on the roles of each member and services that are available within the school at the 1/28/15 all-staff meeting. The referral process noted above was also reviewed with the entire school staff as a refresher on how to refer a student for additional supports. The team began tracking student interventions and data in a Google Document that was shared with the team and is continually updated by the team members. The tracking tool documents the student name, type of intervention, dates of services and responses to the intervention(s). It also allows for comments on barriers or other interventions that were implemented based upon their positive or negative response to the intervention(s). The SST team arranged a consistent meeting time (once per 6 day cycle on C days) where the team comes together and reviews student needs. 11 meetings were held as scheduled and 6 more meetings are set to be held by the end of the year. The SST team divided up into houses to help the team to better manage the needs of the student population. Each house representative is responsible to either attend grade level meetings or touch base with the classroom teachers regarding student concerns. Due to</p>	<p>the supports available within the school as well as how to make a referral for a student who is in need of more supports. Additionally, the SST plans to disseminate information to staff on the impact of social/emotional/developmental health on academics via staff presentations mentioned above or distribution of articles and research based statistics.</p> <p>The SST team also plans to continue to utilizing student data more consistently by reviewing behavior write ups, suspensions and attendance during SST meetings to drive decisions about interventions. The team plans to implement the use of a Google Docs tracking tool at the start of the year and more consistently document and track student responses to interventions. The data will also help to drive the development of more individualized interventions for students.</p> <p>The CSE team plans to implement a new tracking system for upcoming evaluations to help the team be more cohesive in relation to the status of each evaluation.</p> <p>A full-time SST team is sought for the upcoming school year to help provide consistency to students in regards to relationships, rapport and services/supports. Each team member will be asked to track student contacts in a spreadsheet so that all team members have documentation of number of crisis responses, referrals for services, parent contacts, etc.</p> <p>The team will add an SST page on the school's website to further the SST's ability to reach out to more parents and inform them of the staff</p>
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	<p>having a part-time team and the large number of students in the building, this seemed to be the most effective way for the team to follow through with student needs and teacher concerns. The team assigned roles (i.e. note taker, time keeper, and facilitator) and agreed upon a meeting protocol to be followed at each SST meeting to help make the SST meetings more efficient and effective. Review of student data is included in the process. The meeting agenda is sent out to the team prior to the meeting and notes are typed and emailed to the team and administrators following each meeting.</p> <p>The Check In Check Out forms were updated to reflect the school's PBIS Universal Behavior Matrix and were updated to be more age appropriate by grade level (K – 2nd grade, 3rd - 6th grade, 7th- 8th grade). The process was adjusted to include a parent letter, teacher/mentor information sheet and a weekly summary form that the mentors turn in to the house representative. The weekly data is then input into the Google Docs tracking sheet.</p> <p>The majority of the SST team is new to the building this year, and much of the team is only in the building on a part time basis, so the team invited the District's PBIS Coach to attend an SST meeting and give feedback on the processes and to provide suggestions to the team on how to improve meeting effectiveness and overall team functioning. She attended and observed the SST meeting held on March 4th. Her feedback was used to alter and reinforce the SST meeting process.</p>	<p>and supports available in the school including. The team will provide more activities/push-in supports to classrooms such as presenting information on suicide prevention, anti-bullying, healthy relationships, etc.</p> <p>Professional Development options offered through the District will be explored including engaging the SST team in trainings such as Restorative Justice and Peace Circles to help support the school in providing alternatives to suspensions. The SST will continue to collaborate with community partnerships such as Say YES, Sister's Hospital Health Clinic and Child and Adolescent Treatment Services to support the social/emotional health of students. A Socio-Emotional Coordinator from Child and Adolescent Treatment Services, in partnership with Matt Urban 21st After-School program, will continue to be available two to three days/week, including after school, to help meet the social-emotional needs of the students.</p> <p><u>Attendance Team:</u> The Attendance Designee will work with the SST to assemble a consistent Attendance Team at the start of the school year to get a jump start on monitoring and increasing student attendance. The process and forms that were created this past school year will be followed and implemented more consistently to ensure that all staff will be involved in increasing student attendance through attendance pacts, regular parent contact and completing chronic absenteeism forms that are turned in to the Attendance Team. The team will communicate with all staff about the process for addressing</p>
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	<p>Other actions taken: High School Ahead table at Open House, approximately 60 high school applications completed and submitted, Parent Portal information sent home with all 6, 7, 8th graders with instructions on how to access the parent portal, High School Hands-On Career Fair on March: 63 7th graders attended, Christmas help for 2 families in December with help from Catholic Charities, Working papers completed for 14 and 15 year old students, Mayor's Summer Youth applications completed (at least 14 years old), Push-Ins to classrooms: 1st grade – appropriate language/friendship, Bullying Prevention - 5th and 6th grade, Second Step (character education curriculum based on empathy, problem solving, skills for learning and emotion management) for 4th and 5th grade classrooms, Suicide Prevention program being coordinated to take place in May for 6th, 7th, 8th graders, one student had a home behavior plan created, referrals for outside services made with families, Informal services such as relationship building/mentoring services done with students, crisis interventions with students due to behaviors, conflicts or emotional needs.</p> <p>Tier 2 and Tier 3 supports: Check In/Check Out (49 students participated, 9 successfully graduated, 32 are responding, continuing the support or just started, 8 did not respond and were referred for more supports/services or for additional Special Education services). Groups: Total number of students involved: 157 (not including informal lunch bunches) Groups offered: Skill Streaming/Social Skills (13 students in 5th-8th grade), Cognitive</p>	<p>student attendance concerns via emails and presentations at either staff meetings or grade level meetings to ensure all staff are aware of each person's responsibility to increase student attendance. The Attendance Designee will also develop a Chronic Absenteeism Intervention Form to better track the follow-up and support provided to students with chronic attendance issues.</p> <p>The team will hold monthly meetings to ensure cohesion and consistently follow through on carrying out the processes and events that are being planned. The team will also communicate and collaborate with the Erie 1 BOCES representative as needed for support on how to integrate a focus on attendance at a universal level as well as to target chronically absent students. The Attendance Team will also plan at least one fundraising event to help fund the incentive programs for homerooms and students with perfect attendance.</p> <p>The team will collaborate with the PBIS team to incorporate an attendance focus to all events or to plan monthly events (intended to include parents) to take place at the school. For example, a BINGO Social Event is being discussed to kick off the new school year with the goal of bringing awareness to how attendance impacts academic performance. A list of tentative attendance awareness events will be drafted for the school year. The team is also looking to track monthly homeroom attendance rates on a large bulletin board. Incentives will be offered to the homeroom with the highest attendance rate each month. Additionally, the team plans to</p>
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	<p>Behavioral Therapy/Coping Skills (10 students in K, 1st-2nd, 5th), Emotion Regulation (8 students 6th-7th grades), Bullying Prevention (8 students in 5th grade), Youth with a Purpose/Leadership & Community (11 students in 7th-8th grade), Girls' Empowerment Group (45 students in 4th-5th grades), Virtuous Ladies/Character Development (10 students in 7th-8th grade), Early Intervention/Drug and Alcohol Prevention (10 students in 7th-8th grade), Strong Kids/Socio-Emotional Growth (4 students in 6th grade), Photos for Change/Leadership (8 students in 4th-5th grade), Boys Mentoring Group (10 students in after school program), Young Obedient Ladies of Standard/Leadership (20 students in after school program), Lunch Bunches/universal supports (approximately 50 students with various staff members).</p> <p>Committee on Special Education: 34 Re-Evaluations completed, 24 Initial Evaluations completed, 3 students declassified, 57 Annual Reviews completed, 8 students were referred to more appropriate placements (i.e. smaller settings including Integrated Co-Teaching classrooms or a smaller class). Functional Behavior Assessments/Behavior Intervention Plans (BIPs): Started with 42 students with Individualized Education Plans (IEP) BIPs in the beginning of year - due to noted progress, 20 BIPs were removed from students' IEPs via IEP amendments or annual reviews. Currently there are 22 students with IEP BIPs in the building. Out of the 22 students with BIPs, 6 students have been approved and are waiting for more restrictive placements. IEP Counseling: 18 students receiving IEP</p>	<p>offer monthly incentives for students with perfect attendance and/or an end of the year field trip for students who had perfect attendance all year.</p>
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		<p>counseling at the beginning of the year. All students receive counseling once per 6 day cycle. 2 more students were since recommended for IEP counseling to begin. Of the 18 students who receive counseling, 14 are progressing consistently or gradually towards their counseling goals. 4 are progressing inconsistently. One of the students that is progressing inconsistently was recommended for a more restrictive setting to better support his behavioral needs.</p> <p>Community Partnerships offering support to students within the building: Say YES Family Support Specialist (full time on site): Preventive service provided to families of children with chronic absences and behavior difficulties in school. Referrals for services approved through Erie County Department of Social Services. Total number served this school year: 11 families (14 children). Sister's Hospital Health Clinic – Mental Health Counseling (full time on site): Individual clients served this school year: 39, 2 students were successfully discharged, so 37 current clients remain on the caseload. Crisis visits: 194 (as of 4/23/15). CATS Socio-Emotional Coordinator/After School Program (part time on site): Provide social/emotional learning and crisis/de-escalation to students during school and in the after school program through small groups and push-ins to classrooms. 228 students were enrolled in the after school program throughout the entire year. Approximately 82 students were involved in groups throughout the year in the after school program.</p>	
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	<p><u>Attendance:</u> The following actions or steps were taken to improve attendance this school year. Actions/Systems & Structures: The Attendance Designee was identified, and members of the partial SST Team worked together to form the Attendance Team to monitor student attendance throughout the school to help support increasing attendance rates. The Attendance Designee created an attendance packet that was created to be distributed to teachers of children with chronic attendance issues. The packet included: a letter from the principal encouraging regular attendance with statistics on how attendance impacts academic achievement, a "Count Me In" brochure with 5 steps to take to improve a child's attendance, a chronic absenteeism form for teachers to complete and give to the Attendance Designee after a student in their homeroom has been absent for 3 or more days (teachers were asked to call the parent once a student was absent for 3 or more days before contacting the designee), an attendance pledge that students sign with their homeroom teacher where students pledge to arrive to school on time every day, a Student Excuse Form that parents fill out and send to school when their child is absent from school, a Count Me In school checklist for Elementary and Middle/High School students.</p> <p>The Attendance Team worked with the School Support Coordinator through Erie 1 BOCES: Attendance meetings were held at School #97 on Monday, Jan. 26, 2015 and February 11th, 2015 with the BOCES representative facilitating. Tier 1 attendance/Universal (entire</p>	
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	<p>school) attendance was discussed. Chronically absent students were identified, and folders for each of these students were created. The team then split up the folders of chronically absent students and made phone calls home to discuss the student's attendance rate, and support was offered in any case where there was a barrier to student attendance. Parents were also encouraged to send in excuses in the case of legal absences. These conversations were documented in each student's folder. Through the meetings with the BOCES representative, the Attendance Team noted that PK, 3rd and 7th grades had the lowest attendance rates. As a result a "3rd Grade Attendance All Stars" and a 7th grade attendance incentive program were started with select students. The students track their own attendance on a chart and are rewarded for improved attendance.</p> <p>The Assistant Principal regularly emailed the Student Attendance Category Report to the rest of the administrators, Attendance Designee and the partial SST team. The students were organized by grade level and categorized as having Satisfactory, At Risk, Chronic or Severe Chronic attendance rates.</p> <p>PBIS/Universal Actions: Through a BOCES Grant, a "Ready Freddy" assembly was held in August of 2014. "Ready Freddy" is a program designed to introduce children who have never been to school before to the school. After the initial assembly it tracks and encourages attendance. It was available to all parents and students in Pre-K and Kindergarten. Approximately 45 parents attended with their</p>	
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	<p>children. Funding has since been cut for this program. Teachers in all grades, particularly the 7th & 8th grade staff utilized PBIS tickets called "Panther Paws" and "Golden Paws" in order to acknowledge and reinforce student attendance. Teachers of students on Check-In and Check-Out called home if students are absent for 3 or more days of school per week as per the protocol the Attendance Designee communicated to all staff in the packet noted above. An attendance focus was added to PBIS incentives in addition to number of ODR's: each grade had a specific number of days students could miss (PK-6th could miss 3 days in the month of March and 7th & 8th grades used teacher discretion in the areas of: passing all subjects, completing homework, and no ODRs) in order to participate in the incentive. A school-wide fundraiser was held during the week of 3/23-3/27 to raise money for attendance incentives for both individual students and classrooms with high attendance rates.</p> <p>Parent Involvement/Communication: On 1/30/15, Pre-K invited parents in to pick up student report cards and handed out a tip sheet for parents for increasing attendance. SST staff and Say YES Family Support Specialist made introductions and shared information on supports available through the school and through Say YES.</p> <p>The Say YES Family Support Specialist worked with school staff and Erie County Department of Social Services to identify families of students who were struggling with attendance and behavior. As previously noted, she worked</p>	
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		<p>with 11 families this school year, which reached 14 students. As part of her position, she conducts home visits, makes phone calls home and occasionally transported parents to and from school to meet with school staff. The goal is to reduce chronic attendance and behavior issues throughout the school. The attendance rate from the 2013-2014 school year was 88.4% and 88.1% thus far for the 2014-2015 school year.</p>	
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>		<p>During the 2014- 2015 school year, the process of improving school climate was implemented in various ways.</p> <p>Harvey Austin Utilized Positive Behavioral Intervention and Supports (PBIS):</p> <p>The PBIS system contains 3 tiers. During the 2014-2015 school year a universal approach (tier 1) was taken to provide a system of rewards and incentives for all students who exhibited positive behaviors. Students were rewarded with panther paws and golden paws that are used by all staff in the school and can be used as incentives for school-wide events.</p> <p>Students who were referred for additional services including but not limited to behavioral and attendance concerns were serviced by the Student Support Team (SST), SAY YES, and Sister's Hospital Health Clinic. Interventions included Check In/Check out, Social and academic groups, and mentoring.</p> <p>Despite using the above behavioral systems the short term suspension rate continued to increase from 228 in 2013-2014 to 279 in 2014-2015. Attendance rates remained the same</p>	<p>Harvey Austin is committed to ensuring a safe and supportive learning environment. The school understands that building a supportive environment is not only about disciplining students but is also about building relationships with and setting high expectations for them and taking fair and consistent actions. According to the May 2014 Diagnostic Tool for School and District Effectiveness (DTSDE) Harvey Austin received an overall rating of Developing in Student and Social Emotional Developmental Health. Harvey Austin will refine the current school-wide positive behavior program and discipline system with clearly established expectations for safety, discipline, and respect.</p> <p>Positive Behavior Intervention and Supports (PBIS) will be utilized throughout Harvey Austin. Harvey Austin will introduce a revised behavior matrix that will incorporate characteristics to help create a culture of school pride throughout the building. The Behavior Matrix will be rolled out prior to the start of the school year to the staff during a professional development day. Subsequently,</p>

	<p>from 2013-2014 to 2014-2015.</p> <p>The National Urban Alliance (NUA) presented strategies for improving instructional practice to volunteer cohorts of staff. In order to accomplish our SIG goals, NUA designed this professional development and modeled many significant strategies that will increase academic outcomes for every student.</p> <p>Harvey Austin Elementary School implemented a house system that divided the school into three specific houses with a lead administrator for each house. This systemic change allowed us, as a collective group of educators, to establish meaningful relationships with students and parents at the beginning of the school year.</p>	<p>the students will be introduced to the matrix in a school-wide presentation.</p> <p>Through Check In/Check Out (CICO) students who have been identified in need of tier 2 or tier 3 services will “check in” with an adult mentor in the morning and “check out” with their mentor in the afternoon in hopes to increase attendance and decrease negative behaviors.</p> <p>Harvey Austin will utilize a monthly character education theme. Each character trait will be discussed school wide. Harvey Austin “Panther Paws” will be used as incentives for students who display the character trait of the month.</p> <p>Harvey Austin will incorporate a school wide classroom management system entitled CHAMPS (Conversation, Help, Activity, Movement, and Participation). The goal of CHAMPS is to teach students directly how to be successful in specific classroom situations.</p> <p>In order to reduce office discipline referrals (ODR), there will be a school-wide behavior policy put into place which explains what behaviors are to be handled by teachers, any behavior support staff, and/or administration.</p> <p>ODR data will be reviewed by the Student Support Team (SST) in order to guide decision making for student supports and school climate.</p> <p>Harvey Austin’s partnership with National Urban Alliance (NUA) will continue throughout</p>
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			<p>the 2015-2016 school year. The focus of NUA is to train teachers on instructional strategies that promote academic, social, and emotional growth by focusing on the students' strengths.</p> <p>Harvey Austin will utilize many professional development opportunities. Several job embedded professional development opportunities will be provided. Included is PBIS school wide matrix training, CICO training, and ODR training by building administration. A full day of training will be held in the beginning of the school year to train teachers on planning and implementation of the CHAMPS classroom behavior management system.</p> <p>Professional development will be provided by NUA over the course of the year by providing strategies for improving instructional practice. 4 full day trainings will be held for volunteer cohorts of staff. An additional 28 days will contain instructional training with push in and pull out models.</p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>		<p>Parents are notified of events and meetings at the school via flyers sent home with students, posters displayed in school along with Robo calls to all families.</p> <p>The following events were held during the 2014-2015 school year:</p> <p>During the 2014-2015 school year there were monthly School Based Management Team (SBMT) meetings for parents to have input on academic and social events.</p>	<p>According to the 2013 DTSDE review the family and community tenet was rated Developing. In order to increase our standing to Effective the following plan will be implemented for the 2015-2016 school year:</p> <p>Parents will have the opportunity to attend monthly Family Teacher Community Organization (FTCO) meetings as well as School Based Management Team (SBMT), they will also have the opportunity to volunteer for social and academic activities and Title I sponsored workshops. See attached calendar</p>

	<p>August 25, 2015 - Ready Freddy: A program that gets students excited about attending school through tours and activities. 16 parents attended.</p> <p>September 10, 2014 - Open House: Parents toured the building and met the teachers. Community partners were there to share information. There were 40 parents in attendance.</p> <p>October 7, 2014 – Family Teacher Community Organization (FTCO) meeting: Title I funding was discussed along with upcoming events. 3 parents attended.</p> <p>December 21, 2014 - Pre-K to 3rd grade Academic Awards Ceremony/Holiday Sing Along: 44 parents attended.</p> <p>January 16, 2015 - Academic Awards Ceremony for grades 4-8/Dr. Martin Luther King Jr. Program: 40 parents attended.</p> <p>March 12, 2015 – Pre-K – 8th grade Science Fair: Students displayed their science projects and experiments. 49 parents attended.</p> <p>March 19, 2015 - Academic Awards Ceremony for Grades 1-3.</p> <p>May 6-8, 2015 - Mother’s Day Plant Sale: The Student Council will run the plant sale and fathers will be invited to assist with the sale of the plants.</p> <p>The following Extended Learning Program Events were held for the 2014-2015 school</p>	<p>of events.</p> <p>Monthly Communication will include a school wide informational calendar, a current website (prepared with assistance from the Technology Coach); information will be sent home with the children as well as mass mailings.</p> <p><u>Community Partners –</u> Every Person Influences Children (EPIC): A workshop series will be offered to parents to review and discuss guidelines and best practices for successful home-school partnerships, while learning to overcome barriers to family engagement.</p> <p><u>NUA</u>: Two parents will have the opportunity to come to Saturday training and share information with parents at the next meeting.</p> <p><u>Parent Facilitator</u>- He/She will attend monthly meetings at school (FTCO) and at the District Parent Council (DPCC) help with fundraisers, call parents, mail flyers and work with administrators to turnkey information for parents.</p>
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	<p>year:</p> <p>October 23, 2014 - Eighth Annual Lights On event: 300 participants including members of the community, parents and representatives from local businesses attended this event.</p> <p>February 25, 2015 - Night at the Zoo: Students and parents learned about habitats and ecosystems. 20 parents attended this event.</p> <p>February 27, 2015 - Black History Program: 40 parents attended this event.</p> <p>March 20, 2015 - Quarterly Enrichment Performance: 55 parents attended.</p>	
<p>* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.</p>		

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>		<p>National Urban Alliance (NUA) provided Harvey Austin school leaders and teachers with the opportunity, guidance, and voice to identify what practices they needed to help build upon student strengths in order for social, emotional and academic student growth through learning essential skills, content, and strategies. NUA started their partnership with Harvey Austin by listening, through surveys and discussions, to what type of professional development teachers said they needed. Pre assessment of teacher needs assisted with</p>	<p>National Urban Alliance (NUA) is planning on conducting a minimum of 20 school visits as opportunities for embedded professional development. The visits will include a mentor working with teachers around the system of <i>Pedagogy of Confidence</i>®, learning of and using the strategies and turning theory into practice. Mentors will conduct culturally responsive demo lessons that are designed with the teachers for a targeted group of students. The mentor and teachers will deconstruct the lessons either during</p>

	<p>developing the appropriate professional development that ultimately created effective instructional practice. NUA aligned their professional development in order to share strategies with teachers to help them connect learning with the lives of their students. This helped students understand concepts and other classroom material and, just as importantly, allowed them to demonstrate understanding and build their confidence. NUA mentors led all-day teacher professional development sessions, with students in grades 4 through 8 participating in a few of those sessions. The NUA mentors also modeled lessons focusing on previously-taught strategies in classrooms of students while the cohort of teachers observed and debriefed afterward. NUA worked with teachers to set high expectations and develop strategies and accountability measures to meet these expectations. The Harvey Austin Instructional Coaches also attended three NUA coaches professional development sessions where they learned additional strategies to share with the Harvey Austin staff. They were given the opportunity to share strategies implemented by Harvey Austin teachers as well as the student social, emotional, and academic outcomes. The provider was evaluated as teachers completed a Professional Growth System (PGS) online survey, offered informal verbal feedback, and utilized email as a form of communication.</p> <p>Two Buffalo Public School District Instructional Technology Coaches (ITCs) led an all-day Saturday training at Harvey Austin. The focus of the professional development session was to introduce and instruct teachers on how to use ActiVotes, the</p>	<p>the lessons with the students to explain, both to the students and teachers, what is taking place (shared learning) or after the lesson is over with the teachers. One-to-one support will also be offered to accelerate teacher competence and confidence with newly acquired strategies. The goal of each school visit will be to improve and enhance teacher practices that increase student achievement using a culturally responsive lens. In dedicated site visits the mentor will train teachers on how to craft authentic opportunities within the instructional day to focus on eliciting student voice. Through project-based learning, students will participate in training that promotes intellectual growth, creativity, agency and personal investment for self-directed learning and ownership. Students, working with their teachers and site mentor, will collaboratively develop projects, products, and lessons that increase student engagement. The result will be that the students will become proficient with sharing their ideas and understandings with both their school and community. Four large group Saturday seminars are planned (November 7th, January 9th, February 6th, and March 5th) to assure growth across the disciplines as seminar participants share experiences, artifacts and ideas as they implement, learn and grow together. The three coaches' trainings are to develop a Transformational Sustainability Plan. Ultimately, the goal is to turn over the process of sustained professional development to the Harvey Austin teachers. Harvey Austin received a Developing rating</p>
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	<p>Acer Tablet Cart, and advanced applications on the Promethean Board/Active Inspire. With the merger of School #115 and Harvey Austin, there were a significant number of teachers who did not have access to ActiVotes, tablets, or Promethean Boards until this school year. In order for teachers to maximize their resources, the ITCs were able to introduce this technology to teachers and allow time for teachers to explore it while given the opportunity to request assistance and clarify any questions before they integrated this technology into the classroom. The provider was evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>A Buffalo Public School District Instructional Technology Coach (ITC) also attended a grade 5 grade level meeting to introduce a multimedia research project with the final project as Digital Video. The team discussed New York State (NYS) Social Studies standards to focus on in order to incorporate reading, note taking, writing, role-playing, recording, editing, uploading, and presenting through technology. The five grade 5 teachers and the ITC planned to collaborate and co-teach the entire unit of study. They planned for the students to collaborate in small groups through the duration of the project. The teachers and ITC planned to present the assignments and information to students through schoology.com and have the students submit their completed assignments through the same website. The ITC was responsible for obtaining necessary accounts and getting the teachers set up to use this newly-introduced technology. The focus on and incorporation of 21st century skills allowed for</p>	<p>on Tenet 3-Curriculum Development and Support and a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 Diagnostic Tool for School and District Effectiveness (DTSDE). The Harvey Austin will implement the recommendation of all teachers receiving professional development or coaching sessions and having a work plan with actionable feedback and next steps. In addition, Harvey Austin will implement the recommendation of integrating demonstration of exemplary instructional practices in Professional Development (PD) workshops and coaching sessions to train teachers to use an adaptive and aligned curriculum for groups of students with a variety of needs and learning styles. Teachers will receive documented actionable feedback in both the workshops and in classroom practices for implementing curriculum.</p> <p>There will be an all-day Technology training with a Buffalo Public School District Instructional Technology Coach (ITC) scheduled for Saturday, October 24th. The focus will be on successfully implementing technology into the classroom. This will also be an opportunity for staff who were unable to be trained on ActiVotes, the Acer Tablet Cart, and advanced applications on the Promethean Board/Active Inspire to be trained in these areas. In addition, the Harvey Austin Instructional Technology Coach will be available to co-plan, co-teach, and assist teachers in continuing to implement technology into the classroom. Harvey Austin received a Developing rating</p>
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	<p>increased student engagement. The provider was evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback. Two Buffalo Public Schools Positive Behavioral Interventions and Supports (PBIS) coaches came to Harvey Austin and conducted a three-day afterschool training. The teachers who attended were introduced to a school wide classroom management system entitled CHAMPS (Conversation, Help, Activity, Movement, and Participation). The goal of CHAMPS is to teach students directly how to be successful in specific classroom situations. Teachers were given an opportunity to rewrite their classroom rules so that they comply with effective rule characteristics. The teachers also learned how to effectively correct misbehavior briefly, calmly, quietly, and consistently. This professional development (PD) was critical to the successful implementation of the SIG plan because the teachers were introduced to several evidence-based correction procedures with a goal of increasing student engagement and ultimately reducing ODRs and student suspensions. The provider was evaluated as teachers completed a paper/pencil evaluation form, completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>The Buffalo Public Schools Special Education Supervisor came to Harvey Austin to conduct a one-day Integrated Co-Teaching PD session. She met with grades 1 through 6 general education teachers and integrated co-teachers. Marilyn Friend's Six Models of Co-Teaching were explained, displayed through technology, and discussed. Teachers were</p>	<p>on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. Harvey Austin will implement the recommendation of integrating demonstration of exemplary instructional practices in PD workshops and coaching sessions to train teachers to use an adaptive and aligned curriculum for groups of students with a variety of needs and learning styles. Teachers will receive documented actionable feedback in both the workshops and in classroom practices for implementing curriculum.</p> <p>There is an all-day Positive Behavioral Interventions and Supports (PBIS) training scheduled for September 19th with a focus on CHAMPS (Conversation, Help, Activity, Movement, and Participation). The goal of CHAMPS is to teach students directly how to be successful in specific classroom situations. Teachers will be given an opportunity to rewrite their classroom rules so that they comply with effective rule characteristics. The teachers will also learn how to effectively correct misbehavior briefly, calmly, quietly, and consistently. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. The school will implement the recommendation of ensuring that a program/plan is shared within the school community by outlining the expectations of both behavioral and academic standards, which will promote a learning environment that is intellectually challenging, as well as safe.</p> <p>During the week of October 13-16,</p>
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	<p>given opportunities to reflect on their present co-teaching models and modify them to provide purposeful instruction where both teachers in the classroom are responsible for the planning and delivery of instruction. This PD was critical to the successful implementation of the SIG plan because it demonstrated how specially designed instruction and academic instruction should be provided to a group of students both with and without disabilities. The provider was evaluated as teachers completed a paper/pencil evaluation form, completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>The Harvey Austin Instructional Coaches led several PD sessions to support kindergarten through grade 8 teachers during grade level meetings. The meetings addressed the following 2014-2015 School Comprehensive Education Plan (SCEP) Tenets and Goals:</p> <p><u>Tenet 3, Goal 1:</u> Through grade level meetings and common planning time, teachers will share best practices based on evidence and results of summative and formative assessments. Instructional Coaches and Lead Teachers will provide PD as necessary.</p> <p><u>Tenet 4, Goal 1:</u> During meetings, Instructional Coaches will guide and assist teachers and staff in the retrieval and analysis of individual assessment data and how to use the data to drive instruction.</p> <p><u>Tenet 4, Goal 2:</u> During meetings, Instructional Coaches will guide and assist teachers and staff in the retrieval and analysis of individual assessment data and how to use the data to drive instruction.</p>	<p>Integrated Co-Teaching teams at every grade level with attend in-school PD with the Buffalo Public Schools Special Education Supervisor. She will demonstrate how specially designed instruction and academic instruction should be provided to a group of students both with and without disabilities. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE Harvey Austin will implement the recommendation of integrating demonstration of exemplary instructional practices in Professional Development (PD) workshops and coaching sessions to train teachers to use an adaptive and aligned curriculum for groups of students with a variety of needs and learning styles. Teachers will receive documented actionable feedback in both the workshops and in classroom practices for implementing curriculum.</p> <p>The Harvey Austin Instructional Coaches will continue to focus on Data Driven Instruction/Inquiry (DDI) during kindergarten through grade 8 grade level meetings. Data Driven Dialogue roles will be assigned, tasks will be previewed, and the steps of the DDI process will be followed (Predict, Go Visual, Observe, Infer, and Create an Action Plan). Teachers will plan to differentiate instruction to meet student academic needs. Teachers will also share strategies based on best practices. The measurable outcomes will be observed when the team conducts the DDI process again after the action plan is implemented</p>
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	<p>One focus of the Harvey Austin Instructional Coaches during kindergarten through grade 8 grade level meetings was Data Driven Instruction/Inquiry (DDI). Data Driven Dialogue roles were assigned, tasks were previewed, and the steps of the DDI process were followed (Predict, Go Visual, Observe, Infer, and Create an Action Plan). All grade level teachers analyzed text with their students this year. Teachers brought writing samples to grade level meetings where the DDI process was conducted to discover trends in student writing linked to their reading. For example, the majority of students struggled with analyzing a text in order to identify the important details and write about them. Teachers planned to differentiate instruction to meet student academic needs. Teachers also shared strategies based on best practices. They implemented the strategies and reexamined the student writing to see if there was improvement. The measurable outcomes were observed when the team conducted the DDI process again after the action plan was implemented to determine whether or not it was successful in improving student academic outcomes. This was an ongoing process. Supporting teachers through the DDI process is critical to the successful implementation of the SIG plan because it is a research-based best practice where teachers consistently analyze their class data, target specific skills to address, and modify instruction to meet the academic needs of their students. The providers were evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>A second focus of the Harvey Austin Instructional</p>	<p>to determine whether or not it was successful in improving student academic outcomes. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. The school will implement the recommendation of developing and implementing the practice of using both summative and formative data to develop curriculum that targets different student needs. Teachers will provide actionable feedback that is clear and targeted for students to understand how to improve their work.</p> <p>The Harvey Austin Instructional Coaches will continue to assist teachers in grades K through grade 8 in writing Student Learning Objectives (SLOs) and Local Measures of Achievement (LMAs) for the Annual Professional Performance Review (APPR) process. The SLOs and LMAs will be submitted to the Harvey Austin administrators via the Buffalo Public Schools PGS. The measurable outcomes will be determined after the post-assessment scores are reported and calculations are made to determine which students met their targets set by their teacher. Harvey Austin received a Developing rating on Tenet 3-Curriculum Development and Support on the 2013 DTSDE. Harvey Austin will implement the recommendation of developing a comprehensive system for using data with clear identifiable and</p>
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	<p>Coaches during kindergarten through grade 8 grade level meetings was assisting teachers in writing Student Learning Objectives (SLOs) and Local Measures of Achievement (LMAs) for the Annual Professional Performance Review (APPR) process. The SLOs and LMAs were submitted to the Harvey Austin administrators via the Buffalo Public Schools PGS. The measurable outcomes will be determined after the post-assessment scores are reported and calculations are made to determine which students met their targets set by their teacher. Supporting teachers with the creation of SLOs and LMAs is critical to the successful implementation of the SIG plan because it addresses the importance of teachers focusing on and analyzing multiple measures in order to set rigorous goals and targets for their students. The providers were evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>The Harvey Austin Instructional Coaches also focused on the grade 1 through 3 teachers in the administration of the Fountas and Pinnell (F&P) Benchmark Assessment System. The system consists of a series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts. The books range in difficulty from those for beginning readers (A) to those for advanced readers (Z). The assessment is based on empirical research on language development, vocabulary expansion, reading acquisition, and reading difficulties. In particular, the F&P Benchmark Assessment System assesses the five elements of reading that are described by the National Reading Panel—</p>	<p>realistic targets, including pre-and post-assessment for all subgroups, and provide students will more data-based feedback to enable them to take greater responsibility for their own learning.</p> <p>The Harvey Austin Instructional Coaches will also focus on the grade 1 through 4 teachers in the administration of the Fountas and Pinnell (F&P) Benchmark Assessment System. The system consists of a series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts. The assessment is based on empirical research on language development, vocabulary expansion, reading acquisition, and reading difficulties. In particular, the F&P Benchmark Assessment System assesses the five elements of reading that are described by the National Reading Panel—phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, it addresses issues of student motivation and interest in reading. The F&P Benchmark Assessment System will allow for creation of homogeneous guided reading groups and lends itself to work in conjunction with the Journeys leveled readers. This component of Balanced Literacy will address the following Shifts in ELA/Literacy: Shift 1-Balancing Informational and Literacy Text, Shift 4-Text-based Answers, and Shift 6-Academic Vocabulary. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. .</p>
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	<p>phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, it addresses issues of student motivation and interest in reading. It was determined that a great number of students were having difficulty reading below grade level texts provided with the Houghton Mifflin Harcourt Journeys core reading program. The F&P Benchmark Assessment System is critical to the successful implementation of the SIG plan because the major goal of the assessment system is to estimate students' reading levels in order to provide targeted reading instruction. The F&P Benchmark Assessment System allows for creation of homogeneous guided reading groups and lends itself to work in conjunction with the Journeys leveled readers. This component of Balanced Literacy addresses the following Shifts in ELA/Literacy: Shift 1-Balancing Informational and Literacy Text, Shift 4-Text-based Answers, and Shift 6-Academic Vocabulary. The providers were evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback.</p> <p>The Buffalo Public School District Mathematics Coach spent two full days at Harvey Austin with all of the grade 5 teachers focusing on Common Core Learning Standards (CCLS), lesson plan design, and implementation of the New York State (NYS) Common Core (CC) Mathematics Modules. She trained the teachers on how to focus on the standards in order to backward plan while being aware of the CCLS standards being addressed. The teachers were able to collaborate, co-plan, and observe the district mathematics coach model a Mathematics Module lesson, as well as debrief</p>	<p>In addition, the Harvey Austin teachers will provide a more cohesive and systematic plan of action for teachers to develop and implement instructional plans that are reflective of the CCLS shifts.</p> <p>The Harvey Austin Mathematics Coach and Instructional Coaches will provide ongoing training and support throughout the year. They will facilitate grade level meetings, co-plan with teachers and chair curriculum committees as needed. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. Harvey Austin will implement the recommendation of integrating demonstration of exemplary instructional practices in PD workshops and coaching sessions to train teachers to use an adaptive and aligned curriculum for groups of students with a variety of needs and learning styles. Teachers will receive documented actionable feedback in both the workshops and in classroom practices for implementing curriculum.</p> <p>There is an all-day Step Up To Writing (SUTW) training scheduled for Saturday, October 3rd with a focus on implementing writing strategies into the all subject areas in grades K through 8. Harvey Austin received a Developing rating on Tenet 4-Teacher Practices and Decisions on the 2013 DTSDE. . In addition, the Harvey Austin teachers will provide a more cohesive and systematic plan of action for teachers to develop and implement instructional plans that are reflective of the CCLS shifts.</p>
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	<p>afterward. The teachers were also introduced to checklists as tools for data collection. They chose focus standards and skills, kept track of which and when students demonstrated an understanding of those skills, and conducted a DDI process short cycle during grade level meetings. This type of collaboration and co-planning is critical to the successful implementation of the SIG plan because it offers a planning process and structure to guide curriculum, assessment, and instruction. It also addresses all six Shifts in Mathematics: Shift 1-Focus, Shift 2-Coherence, Shift 3-Fluency, Shift 4-Deep Understanding, Shift 5-Application, and Shift 6-Dual Intensity. The provider was evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback during the debrief session.</p> <p>The grade 3 team of teachers dissected the NYS CC Mathematics Module 4 and purposefully planned the unit during a grade level meeting with the collaboration of the Harvey Austin Building Mathematics Teacher (BMT). This year was the second year utilizing the NYS CC Mathematics Modules from https://www.engageny.org/ as a resource for mathematics instruction. As the teachers continued to familiarize themselves with the NYS CC Mathematics Modules, they focused on CCLS during lesson plan design and incorporated additional resources in order to meet the students' academic needs. This planning session allowed for the grade 3 teachers to continue to deliberately plan and implement meaningful instruction for future Mathematics Modules. This practice is critical to the successful implementation of the SIG plan because it addresses all six Shifts in Mathematics and allows</p>	
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		<p>teachers to strive to teach the NYS CCLS with rigor and focus on higher level thinking skills. The provider was evaluated as teachers completed a PGS online survey, as well as offered informal verbal feedback.</p>	
<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>		<p>The following training was offered by NUA: Saturday, November 15, 2014 Saturday, February 7, 2015 Saturday, March 7, 2015 Saturday, May 9, 2015 Saturday, June 6, 2015 The average teacher attendance for each of these days was 40 to 60 teachers. NUA training staff conducted 14 on site trainings to Cohort 1 (approximately 20 teachers). These on site trainings consisted of both small group professional development and push in classroom modeling of NUA strategies with students at Harvey Austin. NUA staff/trainers met with the principal and assistant principal either before or after every on-site training. Leaders of the organization also made on site visits to meet with the principal. Current progress as well as future plans was discussed at these meetings.</p> <p>The feedback from the training is collected through the PGS surveys. The feedback from the Saturday trainings was extremely positive with high ratings with over 50% of the teachers rating that their “instruction will be significantly modified”.</p> <p>Harvey Austin also added Saturday, March 21, 2015 as a full day of technology training for staff. 30 to 60 teachers attended. This training was added because the Acer Tablet Carts and Promethean Activotes were not being utilized in the building. Teachers had also voiced requests for additional training on Promethean Boards/Active Inspire during grade level</p>	<p>Professional development opportunities will be available to all instructional staff over the course of the 2015-2016 school year. The professional development calendar for the 2015-2016 school year includes professional development that will foster growth in several areas. Positive Behavioral Intervention and Supports (PBIS) as well as CHAMPS training will be offered in the first weeks of school. The objective of this training is to streamline the Infinite Campus Office Discipline Referral (ODR) process as well as have teachers generate a “tool kit” of strategies to use for behavior management. Step up to Writing (SUTW) initial training will be offered starting in the month of October 2015. SUTW strategies are now built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening.</p> <p>The new edition has four grade bands making the proven <i>Step Up to Writing</i> strategies targeted to students’ grade levels and subject-area learning in specific grades. Implementing <i>Step Up to Writing</i> in every grade establishes a common writing language across grade levels and content areas. The objective of this training is for all teachers in grades K through 8 to have tools and resources to teach writing students in all grades and</p>

		<p>meetings. This full day training focused on all 3 of these technologies. There has been a 50% increase in the use of the Acer Tablet Carts and a 25% increase in the use of the Promethean ActiVotes in the month following the training. These results are monitored by the Instructional Coaches in the building who house and coordinate signing out this equipment. The Professional Growth System (PGS) is used to collect data on teacher feedback about the course through a survey. Over 50% of the teachers in attendance stated in their surveys that their “instructional practices will be significantly modified” after this training. 94% of participants stated that “Student performance can be significantly improved as a result of the strategies in this presentation”. The comments in the survey also state that additional technology training is needed.</p>	<p>subject matter. Students have consistently scored below proficient on the New York State English Language Arts Exam Constructed Response section. The main objective of this this training and material is to allow for teachers in all subjects and grade areas to become proficient teachers of CCLS writing and to gain consistency in writing instruction across the building. National Urban Alliance (NUA) will continue on as the main educational partner for Harvey Austin in 2015-2016. They will conduct 4 full days of staff training outside of contractual work hours and will provide 20 days of push-in support and training. The Instructional Technology Coach will provide a full day training as well as push-in and on-site support for the use of ActiVotes, Acer Tablet Carts, I Pad cart and Promethean/Active Inspire. The objectives of this training will be for all teachers to capitalize on the technology that is available for instruction. The Math and ELA coaches will provide ongoing training and support in the building throughout the year. They will facilitate grade level meetings, plan with teachers and chair curriculum committees as needed. Professional development will be evaluated in the form of Professional Growth System (PGS) surveys, teacher feedback forms and informal teacher surveys and will be discussed during grade level meetings. For</p>
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		<p>example, teachers will be expected to attend grade level for a DDI cycle using a writing sample they completed using a SUTW strategy.</p> <p>Attach vendor proposals. See attached PD Plan.</p>
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section of the original SIG application.</p>		<p>Big Rocks...</p> <p><u>Administration visiting classrooms:</u></p> <ul style="list-style-type: none"> • Monitoring and assessing teacher instruction • Develop transparency between administration and teaching staff about instructional practice • Continually creating trusting culture throughout the building • Use quantitative and qualitative data to assess student academic outcomes <p>Teachers are implementing NUA strategies which will highlight student strengths and attributes. Administrators offer specific feedback on the strategies they observe. Administrators provide continual feedback after classroom visitation. Teachers receive both written feedback and conferences with administrators concerning the feedback. Administrators provide Instructional coaching on writing lesson plans and lesson plan feedback.</p>	<p>Our mission as a learning community is to focus on math and literacy as the foundational skills necessary to be successful. We will also develop character and a culture of respect, responsibility, and reflection. We share high expectations that our students will apply these skills, not only in school, but in real life situations.</p> <p>The vision for Harvey Austin Elementary School is to educate the whole child, which includes academic and social/emotional development, technology integration, and exposure to vocational experiences. We will execute our vision by setting high expectations for students, implementing rigorous standards, and using high quality curricula. Our teaching and learning will focus on literacy and math proficiency through core content, career, and technology integration. We will work to develop the relevant socio-emotional and interpersonal competencies of each individual student.</p>

	<p><u>Grade Level Meetings:</u> Teachers meet to share best practices. Teachers collaborate to discuss students strengths and weaknesses based on data. Teachers develop strategies for instructional improvement and behavior management within the classroom.</p> <p><u>Data Driven Instruction:</u> Response to Intervention (Rti)/Differentiated Groups are created based on multiple measures (DIBELS, CFAs, Journeys, Math Modules). Data Driven Dialogue short cycle process is used to examine/analyze assessment results Action plans are created based on the data analyzed.</p>	<p>Academic success is ensured through a strategic support system and ultimately building prolonged stability within the school community. In order to achieve this vision, the leadership will foster and build support toward three goals:</p> <ol style="list-style-type: none"> 1. Implement a highly engaging and rigorous curriculum aligned to the Common Core Learning Standards that challenges every student and increases instructional learning opportunities. Student achievement for all students will be maximized given the appropriate modifications and the use of data driven inquiry, differentiated instruction, and instructional strategies that engage in strategic instructional practices and decision-making. 2. Create a school culture that embodies high expectations through the identification, promotion and support of social and emotional development. This will be achieved by fully implementing the <i>PBIS</i> (Positive Behavior Intervention System) multi-tier system and by adapting an approach to data inquiry that is comprehensive, timely, cyclical, and results centered. 3. Facilitate continuous learning and growth through job-embedded, building level and evidence-based professional development. These professional development opportunities will expand on strategies to incorporate student-
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			centered career and technical experiences into the instructional plans of teachers.
ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.		<p>The significant gains for the current implementation period include increases in reading achievement due to restructuring literacy schedules and implementation to include a Balanced Literacy Approach. NUA’s professional development has provided strategies to use in all areas of literacy that integrate technology as well. The early significant wins include K-3 students increasing in reading levels from October to April. 15% of students increased 1 level, 33% of student increased 2 levels, 30% of students increased 3 levels, 20% of students increased 4 levels, and 1% of students stayed the same while 1% of students increased 5 levels. The projected growth will even be greater when students are retested in June.</p> <p>Early significant gains/wins are evident in lesson plan design. Many teachers are including research based instructional strategies learned through NUA into lessons. Strategies and activities to meet lesson objectives are not only more engaging, but also more aligned to objectives and curriculum.</p>	In order to achieve greater gains in student achievement, the professional development through NUA will continue to target areas not yet targeted as well as further develop some of the strategies that are already being implemented. One of the focuses of NUA will be objective writing and how to align strategies to objectives more directly. Through professional development in Step Up to Writing, research based strategies in writing will be developed and implemented in order to achieve greater gains in writing, which is an area in great need of growth. The literacy focus using a Balanced Literacy approach will extend from the primary grades into the middle grades where significant literacy gaps exist. In order to close reading level gaps at each grade level, specialized, targeted instruction in literacy is needed to catch students up to read at grade level. All teachers need to be teachers of literacy. A Math and Technology Coach will focus on these two areas that haven’t been a focus in 2014-2015 due to the literacy and NUA strategy focus. Through technology integration, all academic areas will make gains.
iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.		Common Formative Assessment (CFA) data in English Language Arts (ELA) and Mathematics have been collected in Buffalo Public Schools’ Illuminate Assessment Management System, https://buffalo.illuminateed.com . Students in grades 3 through 8 completed ELA and Mathematics assessments online where the data was instantly displayed after the students completed their assessments. The data was	Common Formative Assessment (CFA) data in English Language Arts (ELA) and Mathematics will be collected in Buffalo Public Schools’ Illuminate Assessment Management System, https://buffalo.illuminateed.com . Students in grades 3 through 8 will complete district-mandated ELA and Mathematics assessments online and/or teacher-created assessments using the item banks in Illuminate where the

	<p>desegregated and various reports were available for teachers and administrators to analyze individually and during grade level meetings. These data were displayed at Harvey Austin as well as reported to the Buffalo School District.</p> <p>The following academic gains from CFA #1 (October 27-November 17) to CFA #2 (January 5-January 23) were reported in ELA:</p> <p><u>Grade 3</u> Level 4 went from 5% to 20%</p> <p><u>Grade 4</u> Level 4 went from 0% to 2%</p> <p><u>Grade 5</u> Level 3 went from 3% to 5%</p> <p><u>Grade 7</u> Level 4 went from 0% to 2%</p> <p>The following academic gains from CFA #1 (October 27-November 17) to CFA #2 (January 5-January 23) were reported in Mathematics:</p> <p><u>Grade 3</u> Level 3 went from 2% to 7%</p> <p><u>Grade 5</u> Level 4 went from 11% to 26%, Level 3 went from 4% to 15%</p> <p><u>Grade 6</u> Level 4 went from 0% to 9%, Level 3 went from 0% to 6%</p> <p><u>Grade 7</u> Level 4 went from 0% to 2%, Level 3 went from 0% to 2%</p> <p><u>Grade 8</u> Level 4 went from 0%, Level 3 went from 1% to 11%</p> <p>The following academic gains from CFA #2</p>	<p>data is instantly displayed after the students completed their assessments. The data will be desegregated and various reports will be available for teachers and administrators to analyze individually and during grade level meetings.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next data will be collected in Amplify, https://www.mclasshome.com. Students in grades K through 6 will complete benchmark assessments where the data will be recorded online by the teacher and instantly displayed after the students complete their assessments. The data will be desegregated and various reports will be available for teachers and administrators to analyze individually and during grade level meetings.</p> <p>The target number for enrollment for the extended day program for the 2015-2016 school year is 200 students. The extended day will enhance academic achievement of students participating in the program as well as developing good citizens who make healthy choices at home. In addition, increasing family involvement will be a focus of the extended day. The Educational Liaison will be part of the planning committee and will devise programming that integrates and complements school day activities, as well as a means of collecting bi-monthly data to show students growth and areas of needs and concerns. The Educational Liaison will work directly with teachers to ensure lessons align and are directly tied into the school's core curriculum and the District's academic plan.</p>
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	<p>(January 5-January 23) to CFA #3 (March 2-March 13) were reported in ELA:</p> <p><u>Grade 4</u> Level 3 went from 0% to 3%</p> <p><u>Grade 6</u> Level 3 went from 0% to 8%</p> <p><u>Grade 7</u> Level 3 went from 10% to 37%, Level 4 went from 2% to 8%</p> <p><u>Grade 8</u> Level 3 went from 9% to 16%</p> <p>The following academic gains from CFA #2 (January 5-January 23) to CFA #3 (March 2-March 13) were reported in Mathematics:</p> <p><u>Grade 3</u> Level 4 went from 0% to 2%</p> <p><u>Grade 4</u> Level 3 went from 0% to 7%, Level 4 went from 0% to 2%</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next data was collected in Amplify, https://www.mclasshome.com. Students in grades K through 6 completed benchmark assessments where the data was recorded online by the teacher and instantly displayed after the students completed their assessments. The data was desegregated and various reports were available for teachers and administrators to analyze individually and during grade level meetings. This data was reported to the Buffalo School District.</p> <p>The following academic gains from Beginning of Year DIBELS Next to Middle of Year DIBELS Next were reported:</p> <p><u>Grade K</u></p>	
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	<p>First Sound Fluency went from 53% to 64% green</p> <p><u>Grade 1</u> Nonsense Word Fluency (Correct Letter Sound) went from 39% to 55% green, Nonsense Word Fluency (Whole Words Read) went from 25% to 55% green</p> <p><u>Grade 2</u> DIBELS Oral Reading Fluency (Accuracy) went from 42% to 46% green</p> <p><u>Grade 3</u> DIBELS Oral Reading Fluency (Fluency) went from 24% to 29% green, DIBELS Oral Reading Fluency (Accuracy) went from 35% to 48% green, DIBELS Next DAZE went from 21% to 25% green</p> <p><u>Grade 4</u> DIBELS Oral Reading Fluency (Fluency) went from 29% to 39% green, DIBELS Oral Reading Fluency (Accuracy) went from 52% to 59% green, DIBELS Next DAZE went from 22% to 28%</p> <p><u>Grade 5</u> DIBELS Oral Reading Fluency (Fluency) went from 26% to 32% green, DIBELS Oral Reading Fluency (Accuracy) went from 49% to 63% green</p> <p>There were 228 students enrolled in the after school program, which exceeded Harvey Austin’s target of 200 students. The extended day provided students with enough time to learn, build the skills, and develop the knowledge and well-roundedness required to work and thrive in the 21st century. Teachers were provided with Journeys Common Core (CC) Cold Reads, the CC Writing Handbook, and</p>	
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		<p>supplements to the New York State (NYS) CC Mathematics Modules for implementation during the after school program. These resources provided teachers with the data needed to make informed instructional decisions and guide students on the path of CC success. Performance will be measured by ELA and Mathematics assessments. 15% of regular participants will increase their level score, or maintain proficiency. This will be measured by NYS ELA and Mathematics assessment scores for the previous and current school year.</p>	
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Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
<p>Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u></p>		<p>Three full days of professional development (PD) were added. NUA will facilitate this PD on June 6, 29 & 30, 2015.</p> <p>Harvey Austin also added Saturday, March 21, 2015 as a full day of technology training for staff. 30 out of 60 teachers attended. This training was added because the Acer Tablet Carts and Promethean ActiVotes were not being utilized in the building. Teachers had also voiced requests for additional training on Promethean Boards/Active Inspire during grade level meetings. This full day training focused on all three of these technologies. There has been a 50% increase in the use of the Acer Tablet Carts and a 25% increase in the use of the Promethean ActiVotes in the month following the training. These results are monitored by the Instructional Coaches in the building who house and coordinate signing out this equipment. The Professional Growth System (PGS) is used to collect data on teacher feedback about the course through a survey. Over 50% of the teachers in attendance stated in their surveys that their “instructional practices will be significantly modified” as a result of this training. 94% of participants stated that “Student performance can be significantly improved as a result of the strategies in this presentation”. The comments in the survey also state that additional technology training is needed.</p> <p>30 iPads with charging cart were added. This iPad cart will help meet the technological demands of instruction.</p> <p>A quality set of speakers and a wireless microphone were purchased to facilitate guest</p>

	<p>speakers/visitors that come to our school to speak to the students about college and career readiness as well as vocations/careers available to them. This equipment will also be used during assemblies that NUA holds with students.</p> <p>Reading rugs were purchased to more effectively facilitate the NUA balanced literacy strategies in primary classrooms.</p> <p>Headphones were purchased for student use during balanced literacy.</p> <p>Fountas and Pinnell Reading Assessment kits were purchased in order to better facilitate balanced literacy in the future.</p>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.</p>	

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	94.2	91.5	88.5	86.6		With an average of 90.8%, Harvey Austin exceeded its goal of 89.6%. This can be attributed to the newly created attendance team and the Check-in/ Check Out program.	Harvey Austin feels confident that the 2015-2016 goal for student attendance of 91% will be reached. Parent participation and communication will be critical for this initiative to proceed effectively. Period and daily attendance will be used to monitor student attendance. PBIS initiatives will be implemented across the school along with individual classroom initiatives to promote positive attendance.
Teacher Attendance	97.2	85.2	77.4	74		With an average of 83.45%, Harvey Austin did not meet its goal of 86.2%. Long term leaves of absence were filled using Temporary teachers provided by Human Resources.	Harvey Austin feels confident that the 2015-2016 teacher attendance rate goal of 87.7% will be reached. Harvey Austin will promote teacher attendance by organizing opportunities for teachers to collaborate together while increasing healthy lifestyles by developing wellness and social committees.

Office Discipline Referrals	96	289	279	312		<p>With 244 office discipline referrals (ODR), Harvey Austin did not meet its goal of 206.</p>	<p>Harvey Austin feels confident that the 2015-2016 goal of 186 ODRs will be reached. To decrease ODRs by 20% we have continued to increase our communications with parents and SST members to develop sustainable strategies to address all social-emotional concerns throughout the building. It is imperative to communicate with a higher number of parents to create more transparency. For example, in lieu of suspensions we conduct on-site parent conferences when possible.</p> <p>We will continually analyze the incidents and repeat offenders to proactively assist students with behavior modifications.</p>
Extended Learning Time	120	181	199	215		<p>Harvey Austin met the goal of 200 students enrolled in the ELT program.</p>	<p>Lt. Col. Matt Urban Human Services Center of WNY will continue to provide after-school services for the 2015-1025 school year. Harvey Austin feels confident that the goal of 200 students will be reached.</p>