

**1003(g) School Improvement Grant (SIG) 2017-18
Performance Management – Mid-Year Report
September 1, 2017 –January 31, 2018
(Non-ReceiverShip Schools Only)**

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Buffalo Public Schools	Stanley Makowski ECC #99	140600010126		SIG:	Model: Transformation	Cohort: 5
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	PK-4	n/a	Total enrollment: 810 ELL %: 13.46 SWD%: 20.74		
Holly Staley, Temporary Principal	August 2017					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	Based on the analysis of our SIG implementation at this current time, it is evident that we have made progress with regard to the planning and implementation of our professional development in accordance with our school priorities of aligning International Baccalaureate (IB) and Common Core Learning Standards (CCLS), differentiation, and higher order questioning. During this implementation period we also found it necessary to provide further clarity regarding our school priorities and focus standards. The next period will involve further delving into focus standards and data from common formative assessments to address the focus standards in both ELA and Math. This year we faced the challenge of not having math support staff in the building. We currently have an unfilled math coach position and no funding for building math support teachers to provide additional intervention to students. Despite this challenge, we have worked and will continue to work to identify specific supports and resources for teachers based on an ongoing assessment of our professional learning as well consistently gathering data from our learning walks and classroom observations to further support and plan.				
Margaret Boorady mboorady@buffaloschools.org	Yellow					

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Attention –This document serves as the Progress Review Report for schools that are *not* Persistently Struggling or Struggling schools but are receiving School Improvement Grant (SIG) funds. The document is intended to be completed by the Superintendents of Schools and/or their designee and submitted electronically to OISR@NYSED.gov.

Directions – District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the implementation of the key strategies of the 2017-18 SIG plan this year to date and the impact of those key strategies on student learning outcomes.

1. METRICS

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that <i>summarize</i> on-going and formative data used to address student needs and determine progress toward student achievement goals.																			
Key Questions/Prompts	Analysis / Report Out																		
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	NYS ELA 3 YEAR TREND DATA PROFICIENCY RATES 3RD AND 4TH GRADE																		
	NYS ELA																		
		3RD GRADE	4TH GRADE	AVERAGE															
	2015	12%	12%	12%															
	2016	21%	13%	17%															
2017	15%	23%	16%																
	NYS MATH																		
	3RD GRADE	4TH GRADE	AVERAGE																
2015	18%	23%	20%																
2016	13%	20%	17%																
2017	8%	20%	14%																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">NYS Assessment data 2017 Only</th> <th style="text-align: center;">LEVEL 1</th> <th style="text-align: center;">LEVEL 2</th> <th style="text-align: center;">LEVEL 3</th> <th style="text-align: center;">LEVEL 4</th> </tr> </thead> <tbody> <tr> <td>ELA Gr. 3 & 4</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">4%</td> </tr> <tr> <td>Math Gr. 3 & 4</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">2%</td> </tr> </tbody> </table>				NYS Assessment data 2017 Only	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ELA Gr. 3 & 4	53%	29%	14%	4%	Math Gr. 3 & 4	60%	28%	11%	2%
NYS Assessment data 2017 Only	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4															
ELA Gr. 3 & 4	53%	29%	14%	4%															
Math Gr. 3 & 4	60%	28%	11%	2%															
	<p>In ELA, 3rd grade students showed a drop in scores from 21% to 15% proficient. 4th Grade students increased from 13% to 23% providing an overall decrease of 1%.</p> <p>In Math, we showed a dip in proficiency rates in 3rd and 4th grade, moving from an average proficiency of 17% in 2016 to 14% in 2017.</p> <p>After conducting an ELA DDI (Data Driven Instruction) using our state data, we determined the standards we needed to focus on for 3rd grade are RL.3.3, RL.3.5, RI.3.1 ,RI.3.2 ,RI.3.3, RI.3.4.</p> <p>After our 4th grade ELA DDI, we determined the standards we needed to focus on for 4th grade were RL.4.1, RL.4.2, RL.4.3, RI.4.1, RI.4.3.</p>																		

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

In Math, the focus standards identified for 3rd Grade 3.OA.4, 3.OA.6, 3.OA.8, 3.NBT.1, 3.NF.1.

In Math for 4th grade the focus standards identified were 4.OA.3, 4.OA.4, 4.NF.1, 4.MD.3, 4.MD.4

ELA DBA 1- BOY Data	Well Below Proficiency	Partially Proficient	Proficient	Exceeds Proficiency
Grade 1	59%	13%	13%	15%
Grade 2	84%	7%	7%	2%
Grade 3	84%	13%	3%	0%
Grade 4	90%	6%	3%	1%

The above standards from the NYS assessments were the same focus standards identified from on the DBA in addition to the following writing standards from the DBA- 4.2, 4.9.

DIBELS	Intensive	Strategic	Benchmark	Above Benchmark
Kindergarten	23%	26%	16%	35%
Grade 1	59%	14%	10%	17%
Grade 2	46%	11%	29%	14%
Grade 3	48%	16%	18%	18%
Grade 4	56%	16%	9%	19%

Based on these results as a building, in September 2017, 20% of our students were above benchmark, 17% were benchmark, 16 % were strategic and 47% were Intensive.

Step Up To Writing (SUTW) Data BOY	Well Below Basic	Basic	Proficient	Exceeds Proficiency
Grade 1				
1% with no data 2 students not assessed	38 %	48 %	12 %	1 %
Grade 2				
1.5 % with no data 2 students not assessed	32 %	54 %	12 %	0 %
Grade 3				
3% with no data 4 students not assessed	65 %	21 %	11 %	0 %
Grade 4				
5% with no data 3 students not assessed	53 %	25 %	15 %	2 %

Results show we continue to struggle with providing relevant evidence from the text. Teachers create action plans based on student work in addition to the SUTW assessment data. Implementing the RATS strategy (Restate, answer the question, two text details, and summarize) is being taught in every classroom.

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

MATH DBA 1- BOY Data	Well Below Proficiency	Partially Proficient	Proficient	Exceeds Proficiency
Grade K	16%	6%	23%	54%
Grade 1	45%	20%	14%	22%
Grade 2	43%	21%	13%	23%
Grade 3	48%	23%	5%	23%
Grade 4	65%	15%	7%	14%

Our **Math District Benchmark Assessment** results show the following:

Kindergarten – 77% Proficient or Higher

1st Grade – 36% Proficient or Higher

2nd Grade – 36% Proficient or Higher

3rd Grade – 28% Proficient or Higher

4th Grade – 21% Proficient or Higher

Results from the math DBA aligns with the focus standards identified from the NYS assessment.

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

The analysis of assessment data allowed us to pinpoint exact standards and skills our students needed to improve on and determine what teaching strategies we need moving forward.

- Analysis of the DBA 1 ELA Results and NYS assessments in grades 3 & 4 identified the following focus standards at each grade level in ELA.

Grade K- RL.K.2, RI.K.2, RI.K.4, RI.K.1, RL.K.1

Grade 1- RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7

Grade 2- RI.2.1, RI.2.3, RI.2.6, RI.2.7

Grade 3- RL.3.3, RL.3.5, RI.3.1, RI.3.2, RI.3.3, RI.3.4

Grade 4- RL.4.1, RL.4.2, RL.4.3, RI.4.1, RI.4.3

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

- Collection of benchmark DRA, DIBELS data three times a year in addition to district benchmark assessments in ELA and Math, Step Up To Writing assessments, and grade level created common formative assessments. Action plans are created after DDI with aforementioned data at GLMs and monitored by administrative focus walks. Feedback is given to teachers orally or in writing and trends are shared with staff via the daily bulletin.
- ELA- Teachers have begun participating in professional development on unpacking the standards, instructional strategies to address focus standards, and assessing progress toward meeting those standards. Strategies have included; Higher Order Thinking (HOT) Question Stems, Close Reading, Think-Pair-Share, Step Up To Writing Strategies such as IVF, informal outlines, stop light/ color-coding, and two-column notes, RATS (Restate, Answer, Two Text Details, Summarize) strategy for responding to literature, Graphic Organizers, etc. Standards are reviewed and revisited at GLM, monitoring of action plans by classroom walkthroughs,
- Step Up To Writing (SUTW) data is analyzed and used to tailor lessons to meet student needs. Teachers create action plans at grade level meetings. SUTW tools supplement Lucy Calkins Units of Study used for writer’s workshop in grades K-4. School wide student friendly rubrics are used to evaluate student work.
- We renewed A-Z Reading and Raz Kids software, which provides students an opportunity to practice their reading fluency and comprehension with leveled passages at home or at school on the computer. Teachers are also able to test students’ reading comprehension with Common Core aligned questions.
- Generation Ready visits almost monthly and supports the goal of providing job-embedded PD to improve instructional practices that are reflective of the CCLS instructional shifts. Consultants focus on increasing student engagement and rigorous instruction for all students. One consultant works with grades K-2 and the second works with grades 3 and 4. There is also a leadership consultant working with the administrative team to monitor implementation of PD and create plans to support teachers. Topics have included test-taking as a genre, differentiation in rigorous learning areas, higher order thinking questions, and gathering data through instructional rounds.
- Analysis of the DBA 1 Math results and NYS assessments in grades 3 & 4 identified the following focus standards at each grade level in Math.

Grade K- K.MD.3, K.CC.6, K.G.6, K.CC.1, K.G.4

Grade 1- 1.MD.1, 1.NBT.1, 1.OA.2, 1.OA.7, 1.OA.8

Grade 2- 2.NBT.1, 2.NBT.5, 2.MD.5, 2.OA.4, 2.OA.1

Grade 3- 3.OA.4, 3.OA.6, 3.OA.8, 3.NBT.1, 3.NF.1

Grade 4- 4.OA.3, 4.OA.4, 4.NF.1, 4.MD.3, 4.MD.4

- Math- Grade level meeting time and Saturday professional development have included backward planning and identifying strategies to address focus standards such as CUBES, Number Bonds, Number lines, Tape Diagrams, Base Ten Blocks, Number Paths, Ten Frames, and Read, Write, Draw. A curriculum committee is currently working to create common formative assessments for each grade level to measure student progress toward target standards. Implementation of strategies is monitored through focus walks and lesson plan collection.

Academic Achievement – Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

Grade level meeting time is spent analyzing data, looking at student work, providing PD, and creating action plans. Topics at grade level meetings have included; Exploring district resources, data analysis of NYS assessments in ELA & Math and identification of focus standards, creating questions that mirror released questions, creation of action plans based on student writing samples, introductory training on district purchased technology such as MyOn, Next Lesson, and Quill, differentiating area activities, Scaffolding, test-taking as a genre, student reflection, objective writing using the ABCD Method, data analysis of district benchmark assessments in ELA & Math, using anchor text for writing, and rigorous learning area activities.

- Lesson plans in each subject area are submitted monthly for review and feedback. Feedback is given on a checklist that includes the following components: Clearly stated objectives that align to common core learning standards, a clear concise synopsis of the lesson, strategies that align to the objective, use of technology, time management, differentiation, specially designed instruction for IEP students, higher order thinking questions, materials and resources are district approved and appropriate measures of student learning (assessment).
- Professional development is taking place to unpack the CC math standards that have been targeted at each grade level and a curriculum committee has been formed to create common formative assessments and a schedule to administer the assessments that will measure student progress toward focus standards.
- Saturday professional development sessions have included Aligning IB Units of Inquiry and ELA Instructional Guides from the district curriculum to be sure focus standards are taught, Strategies for English as a New Language Students (ENL), Differentiating Area Activities for varying student levels. Two additional sessions are planned with a menu of topics for teachers to select from including Using Rubrics to Provide Actionable Feedback, Essential Elements of Inquiry-Based Instruction, Restorative Practices, and Accountable Talk.

Student Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	90.1%	90.5%	92.08%	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).	The baseline data when the SIG continuation application was written established a student attendance rate of 90.1%. Using that baseline data we targeted a 0.5% increase for each of the three years, from 91.1 in 2014-15 climbing to 92.5 in 2018-19. The average rate at School #99 from Sept. to Jan. is 92.08% which is currently above the target. However, when disaggregating data we have 2.4% (20 students) missing 15 or more days of school. Attendancetes are lowest in grades at PK and K. Categories by grade level are listed below. Grade 1 has the highest rate of Satisfactory students missing 4.5 days or less. Grade 4 has the highest rate of students in the At-Risk category, missing between 5 and 8.5 days. PK has the highest rate of students in the chronic category missing 9-17.5 days. Kindergarten has the highest rate of students in the severe category missing 18 days or more since September. Grade 3 currently has the highest rate of average daily attendance.			

	<p>Grade Level Attendance Rates: PK: 90.7 % K: 91.02 % 1st: 92.68 % 2nd: 92.0 % 3rd: 92.89 % 4th: 92.38 %</p> <p><u>School Wide Totals for PK-4 in Each Attendance Category</u> Severe Chronic Students- 20 (2%)- on pace to miss more than 36 days for the year Chronic- 121 (15%)- on pace to miss 18-35 days for the year At Risk- 193 (24%)- on pace to miss 10-17 days for the year Satisfactory- 478 (59%)- on pace to miss 9 days or less for the year</p>
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>This year the district assigned an attendance teacher to our school once in six-day cycle. Our full time counselor is a part of our attendance team that meets once in a six-day cycle to look at data and plan incentives/ interventions. Together we have established numerous procedures, processes and “celebrations” in order to provide a building “institutional” focus on attendance.</p> <ul style="list-style-type: none"> • After every three absences, a phone call home is made by homeroom teachers informing parents/guardians of absences. Documentation of the phone call is recorded in Infinite Campus under Parent Teacher Correspondence. • After 5 unexcused absences an attendance referral form is completed by the teacher and given to the guidance counselor and a follow up phone call by the part-time attendance teacher is made and an attendance warning letter is sent home informing parents of absence. • Post cards that are student friendly and titled <i>Makowski Misses You</i> are also mailed home to the students with our attendance policy on the back for parents to refer to. • After 10 unexcused absences, there is a meeting with the Attendance Team to develop an action plan and a home visit to address the continued absences. • After 15 unexcused absences, the Principal holds a meeting to develop an action plan. Physical attendance is required by a parent or guardian. If the parent does not attend or follow the plan a call is made to Child Protective Services regarding absences. • If a parent/guardian requests assistance (medical, etc.) we alert the Student Support Team (SST) or our Say Yes site facilitator in order to provide possible interventions through school or external agencies. • We currently have 163 students on Attendance Check and Connect. This program provides students with a simple sticker chart where they can earn incentives just for coming to school in their classroom. The data is collected by the guidance counselor and reviewed at attendance team meetings. After 6 weeks, if a student’s attendance improves they “graduate” from check and connect. • Currently we have an attendance incentive (bike raffle) to motivate students to improve their attendance along with a class wide incentive. The class wide incentive is called “We All Bee-long” and entails coloring a bee on a hive each day the class has perfect attendance. When all of the bees are colored in, the administrative staff will bake cupcakes for the class. We will also have attendance celebrations starting second quarter to acknowledge students with improved attendance using the Check & Connect program. Beginning in the third quarter, homerooms with the best attendance rate will be acknowledged monthly in the school newsletter and receive a reward. This is for students in grades PK-4. We have a total of six bikes that were donated to the school and will be used for attendance and behavior (PBIS) incentives. The raffle takes place June 8th. Each day a student comes to school they color in a letter of the word BIKE on a ticket. Once the word BIKE is colored the student writes their name on the back of the ticket and it is entered into the drawing. • Incentives were given to students with perfect attendance and best overall homeroom attendance by grade level in December.

Teacher Attendance - Please complete the prompts/questions below.						
2017-18	Baseline (%)	2017-18 Target	Year to Date			
Average Daily Teacher Attendance Rate (%)	88.7%	94.3%	<i>MD will provide</i>			
Key Questions/Prompts	Analysis / Report Out					
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	<ul style="list-style-type: none"> <i>Long-term absences-</i> <ul style="list-style-type: none"> One grade 2 teacher has been out since September- a certified teacher has been filled in the vacancy beginning December 21st. Two PK teachers are out on medical leaves, however both are covered by certified, retired teachers. One grade 4 teacher is out on a medical leave, however the teacher is covered with a certified teacher. <i>Trends-</i> Most teacher absences for personal or illness days are on Fridays with Wednesdays being a close second. We struggle to get substitutes to fill absences. 					
		September	October	November	December	January (up to 1/12)
	Substitute Fill Rate	71.24%	66.33%	72.2%	77.45%	75.16%
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	Shout Outs to a staff member are made daily in the principal's daily bulletin. At monthly faculty meetings, the administrators recognize staff members that are the "Bees Knees". These are staff members that stand out for something, such as attendance, staying late to help when buses are late, or taking on extra voluntary tasks. Tickets are also handed out to staff a few times a week that is present and on time. The tickets are then entered into a weekly drawing for a variety of incentives.					

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.						
2017-18	Baseline (#)	2017-18 Target	Year to Date			
Office Discipline Referrals (#)	770	720	251			
Key Questions/Prompts	Analysis / Report Out					
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	218 events from 47 students were entered into Infinite Campus. The location of the incidents that were the highest are below:					
		Art/Music/Chinese	Off School Property	Playground	Hallway	Cafeteria
	# of incidents	170	1	6	24	9
	34 were classroom managed and entered solely for documentation purposes, 8 were Parent Conference in Lieu of Suspension, 10 resulted in short-term suspension. The remaining 166 resulted in the involvement of an administrator.					
	6% of our students are responsible for discipline referrals indicating that 94% of our students respond to our PBIS Universal Tier 1 systems. 80-90% of students should be responding to Tier 1 systems so the data indicates that the implementation of PBIS is effective.					

	<p>Currently 27 students receive the Tier 2 intervention of Check In Check Out, 22 students receive individual counseling with our Kaleida social worker, and 10 students participate in Social Academic groups with either the school counselor or the school social worker.</p> <p>In an effort to keep students in school we have held 8 Parent Conferences in Lieu of Suspension. Year to date we have had a total of 10 short term suspensions lasting 1-5 days. In 2016-17 we had 25 short term suspensions between Sept. and December. This year, 5 male students and 3 female students have been suspended. 6/8 were African-American and 3 Hispanic. 2/8 are in special education. The female students were also African-American.</p> <p>Year to date we have not had any long term suspensions</p> <p>99% of our students have not been suspended short term this year. 100% of our students have not been long term suspended this year.</p>
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<ul style="list-style-type: none"> • Tier 1, 2, and 3 interventions have been utilized including PBIS strategies, check-in/check-out, mentoring small target groups led by our school social worker, and the normal use of Kaleida and Say Yes social workers, counselors, some clinical services, and home contacts. • This year we have continued to use the request for assistance reference guide for teachers that provides additional support and ideas to be proactive without relying on another staff member to remove the child from the classroom. This reference guide includes a process to request additional assistance with students that don't respond effectively to the classroom's Tier I management system. The goal of this process is to reduce the number of office discipline referrals through the implementation of Tier II interventions by the classroom teacher with the help and support of the administrative team, Say Yes Site Coordinator, Kaleida social worker, school psychologist, part time school counselor and school social worker. (See Attachment # 4 The SST Reference Guide for teachers). • Assemblies highlighting the attribute of the month take place to recognize students for their hard work in demonstrating the attribute. Attributes celebrated to this point are Caring, Risk Taker, Principled, Communicator and Balanced. • Students earn tickets for Tier 1. Tickets are used to purchase items from the Bee Store such as school supplies, toys, or coupons for special events such as lunch with a staff member, extra PE class, or free time. • Meetings take place regularly with administration and teachers to discuss observation feedback. • Office discipline referral data from Infinite Campus is analyzed daily by administration and our Student Support team (SST) to identify students in need of intervention to improve behaviors. Repeat offenders are discussed at our weekly SST meetings and problem solving sessions are held with the classroom teacher prior to implementing interventions. • To decrease the time students are out of school we have conducted parent conferences in lieu of suspension when possible. Since September we have had a total of 8 Parent Conferences in Lieu of Suspension. In an effort to reduce the number of cafeteria discipline referrals and increase the demonstration of positive behaviors, we have implemented a cafeteria behavior initiative. The BUZZ-Worthy cafeteria initiative involves our lunch monitors acknowledging those students/classrooms that demonstrate the four Makowski B's which include; <i>Bee Safe, Bee Respectful, Bee Cooperative and Bee An Active Learner</i>. All feedback provided to students in the cafeteria is aligned with the PBIS framework. Students have an opportunity to earn a BEE card each day during their lunch period. Once a class earns ten Bee cards, they are rewarded. The cafeteria initiative also involves acknowledging our cafeteria staff that go above and beyond while supervising and interacting with our students. A lunch monitor is selected monthly to receive The Golden Spatula which also entitles them to a prize. Both the winning classrooms and monitors are acknowledged in our monthly newsletter, The Makowski Buzz.

Extended Learning Time – Average Extended Learning Time (ELT). Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year.

Key Questions/Prompts	Analysis / Report Out
<p>Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs?</p>	<p>Our program is in session Monday-Friday from 3:30- 6:00 pm. Our Partner/CBO is the CAO- Community Action Organization of WNY/ 21st Century. Students are picked up by staff at 3:45, and accompanied to the café, where each student receives a hot meal. Our schedule varies from day to day depending on the grade level and the partners who are scheduled to work with the students.</p> <p>Our partners include: Best Self Girl Scouts of WNY Engineering For Kids Canisius College Zandra Beauty LaMovement Animal Adventures</p> <p>The K-4th grade students were given applications which were completed by a parent. Those who had supporting documentation and attended a parent orientation were selected.</p> <p>Process for new students- Parents are contacted with a start date once transportation is in place. Once students start, they are placed with the teacher/ YSC that is responsible for their grade level.</p> <p>Current Enrollment by grade- K- 4, 01- 6, 02- 11, 03- 21, 04- 8</p> <p>Staffing - The CAO is in the process of recruiting/hiring more staff; due to the fact that they have a 10:1 ratio that they must comply with, the program must have adequate staffing before allowing more students into the program.</p> <p>Our program stresses academic enrichment, we also have several vendors/partners who work on academics, STEM, Social-Emotional components, and science with the students in our program.</p> <p>Youth Services Counselors planning time- The program is over at 6:00, however, CAO staff members are on schedule until 6:30, and some until 7:00 PM. Planning can be done during this time. Classroom teachers are able to plan while students are at extracurricular activities.</p> <p>Curriculum used- In addition to the character development curriculum used by CAO Youth Services Counselors (YSCs) a teacher leader who has worked in various grade levels at Makowski plans with the CAO Coordinator to provide her with an idea of what our kids are learning so that we can be sure our after school curriculum supports our school initiatives.</p>
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as trends in progress noted through analysis of data.</p>	<p>The District ELT program consists of three components that build the framework, Academic Enrichment, Health & Wellness and Positive Youth Development. The program runs Monday through Friday, two to three hours a day. Each school has partnered with a Community Based Organization (CBO) to assist with the elements of the framework that provide a supporting learning environment.</p>

Extended Learning Time – Average Extended Learning Time (ELT). Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year.

Our assessments used to monitor the progress of our extended learning program include the previously referenced DRA results, DIBELS measures, and District Benchmark Assessment (DBA) Data, Journeys, and STAR Math.

- The CAO focuses on:
- Social/Emotional Development
 - Physical Activity
 - Extracurricular activities
 - Homework Help

Suspension Rate of students enrolled in after school program- At this time 0 of the 10 short term suspensions are students that are in the after school program.

DBA Data for After School Students

	ELA DBA #1					Math DBA #1			
Performance Level	4	3	2	1		4	3	2	1
K	x	x	x	x		50%	50%	0%	0%
1st	17%	17%	0%	66%		17%	17%	0%	66%
2nd	0%	9%	9%	82%		10%	20%	40%	30%
3rd	0%	5%	10%	85%		29%	0%	19%	52%
4th	0%	0%	0%	100%		12.5%	12.5%	25%	50%

Data show that the scores of students in the after school program are not performing any better than students not enrolled. Standards the after school students struggled with align to the focus standards identified from NYS assessments and school wide DBA scores.

What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.

The CAO coordinator is collaborating with our literacy coach, a classroom teacher, and administrators to review focus standards identified, share data, and plan based on information gathered. The coordinator continues to meet at least twice weekly with the classroom teacher to plan. She meets with the literacy coach and administrators to review data monthly. The school team will work to provide introductory training to the coordinator on computer based programs such as MyOn, Next Lesson, and Quill.

2. PROJECT PLAN IMPLEMENTATION

<p>Key Strategies - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. <i>(Add additional rows as needed.)</i></p>			
<p>Key Strategies List the Key Strategy from your approved SIG Continuation Plan</p>		<p>Implementation Status Identify strategy as R/Y/G</p>	<p>Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.</p>
1.	<p>International Baccalaureate (Primary Years Program): Our IB Program connects to the SIG goals of: 1) developing a rigorous instructional program in all core courses that is aligned with the Common Core Learning Standards (CCLS) and inquiry based, 2) Implementing a student-centered approach to academic, social-emotional, and developmental support and 3) Providing and engaging in regular, job-embedded professional learning experiences designed to improve teacher use of instructional practices that are reflective of the instructional shifts required by the CCLS and that reflect differentiation for students based on data.</p>	<p>Yellow</p>	<p>Our key strategies in this area include:</p> <ul style="list-style-type: none"> Using the PYP framework along with the district instructional guides to determine when and how to address focus standards. Implementing a common set of instructional practices and strategies that reflect an inquiry approach. Ensuring rigor in the curriculum while improving students' abilities to make connections, develop conceptual understanding, think critically, work collaboratively, consider multiple perspectives, reflect, and take action within their community. Planning time for special area teachers to explore the units for the grade levels they teach so that all academic areas are linked at the same time during the school year. <p>Identified Evidence Includes:</p> <ul style="list-style-type: none"> Professional Development aligning district curriculum/instructional guides with IB units of Inquiry. Inquiry Based lesson modeled by IB coordinator in classrooms using a fishbowl model during grade level meetings. The IB coordinator presents at monthly faculty meetings. IB Planning sessions for a half day every 6 weeks. Grade level teams meet to reflect on prior lesson and plan next one. Special area teachers meet with IB coordinator to review unit plans by grade level in Managebac to ensure units are trans disciplinary. Evidence of student reflection during classroom visits and lesson plans Observation of rigorous classroom instruction during learning walks Identifying where our focus standards are taught in each IB Unit of Inquiry Evidence of student initiated actions such as; a canned food drive to feed the homeless, can and bottle redemption for funds to donate to the homeless shelter, a blanket raffle to raise funds for hurricane relief efforts in Puerto Rico, caroling at a nearby senior citizen center, and raising money for the Leukemia and Lymphoma Society's Pennies for Patients program. Monthly assemblies to recognize students displaying the IB Attribute of the month
2.	<p>Supporting and nurturing the whole child connects to the SIG goal of Implementing a student-centered approach to academic, social-</p>	<p>Yellow</p>	<p>Supporting and nurturing the whole child connects to the SIG goal of implementing a student-centered approach to academic, social-emotional, and developmental support.</p> <p>Our key strategies in this area include:</p>

Key Strategies - Identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. (Add additional rows as needed.)

	<p>emotional, and developmental support.</p>		<ul style="list-style-type: none"> Enhance a number of support services already in place at our schools- Say Yes Support Specialist will start at the end of the month Through continued partnerships with community organizations, offer a range of supports and opportunities to students and families to ensure that students attend school consistently, students are actively involved in learning, families are increasingly involved with their children’s education, and our school is engaged with families. <p>Identified evidence includes:</p> <ul style="list-style-type: none"> Data driven analysis required for instructional planning and the establishment of learning groups based on assessment data. Students have been assigned to strategic reading groups for individualized support. A student support team model has been established to support and nurture the whole child, which includes Tier I, and Tier II support and PBIS. Social Academic Instructional Groups for attendance and social behavior Morning announcements occur that highlight IB attitudes and learner attributes. Monthly assemblies that celebrate student demonstrations of IB Attributes Student Support Team meeting notes on individual students Say Yes Family Support Specialist referrals and notes Hosting parent involvement events such as Feed Your Noodle (Spaghetti Dinner night), Open House, Math Game days, Author Celebrations for student writing, etc. <p>Assessment:</p> <p>Data gathering and assessment for the purpose and formation of student reading groups has begun during this progress report period. Additionally, the Tier I and Tier II student support process has been implemented to provide students with varying degrees of assistance.</p>
<p>3.</p>	<p>Generation Ready: Our partnership with Generation Ready supports the SIG goal of providing and engaging in regular, job-embedded professional learning experiences designed to improve teacher use of instructional practices that are reflective of the instructional shifts required by the CCLS and that reflect differentiation</p>	<p>Green</p>	<p>Our partnership with Generation Ready supports the SIG goal of providing and engaging in regular, job-embedded professional learning experiences designed to improve teacher use of instructional practices that are reflective of the instructional shifts required by the CCLS and that reflect differentiation for students based on data.</p> <p>Our key strategies in this area include:</p> <ul style="list-style-type: none"> Providing customized, job-embedded, targeted professional development using evidence-based practices. Developing effective teachers in every classroom by teaching staff to implement evidence-based instructional practices through workshops, individualized coaching, and modeling of practices. Introducing new strategies for teaching, demonstrating how strategies work, supporting leaders and teachers as they practice the strategies, and observing teachers as they practice independently. <p>Identified evidence includes:</p>

Key Strategies - Identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. (Add additional rows as needed.)

	for students based on data.		The Generation Ready consultants come monthly and complete logs. Learning walks aligned with the above goals are planned to further calibrate and assess the quality of the Generation Ready implementation.
4.	Teacher Collaboration: Improving teacher collaboration supports all of our SIG goals: 1) developing a rigorous instructional program in all core courses that is aligned with the Common Core Learning Standards (CCLS) and inquiry based, 2) Implementing a student-centered approach to academic, social-emotional, and developmental support and 3) Providing and engaging in regular, job-embedded professional learning experiences designed to improve teacher use of instructional practices that are reflective of the instructional shifts required by the CCLS and that reflect differentiation for students based on data.	Green	<p>Our key strategies in this area include:</p> <ul style="list-style-type: none"> Scheduling regular common planning time or grade-level team meetings for one hour each six-day cycle. This time is used to ground teacher work in the anchor standards of the CCLS, conduct test- or task-in-hand analysis of common formative assessments, and reflect on and share instructional strategies reflective of the shifts required by the CCLS. Providing targeted one-on-one and group support from the Literacy coach and coaches from our chosen partner, Generation Ready, teachers use this time to develop their capacity to use high-impact, engaging, and differentiated instructional practices to meet student needs. We have also implemented an all-day Saturday workshop in the following areas: backwards planning for math and Writer’s Workshop planning and differentiation. <p>Identified evidence includes:</p> <ul style="list-style-type: none"> Grade level and common planning agendas with completed minutes Completed units of study in ManageBac Coaching logs from Generation Ready Administrative team feedback Survey feedback from Saturday PD <p>Assessment and Monitoring:</p> <p>Data review conferences with individual teachers about how teachers have used assessment data to plan, target and focus their instruction along with specific strategies take place in February. See student growth forms in attachment 4 for the template being used.</p>
5.	Curriculum Development and Alignment: Sustained curriculum development and aligned support the SIG goals for: 1) developing a rigorous instructional program in all core courses that is	Yellow	<p>Sustained curriculum development and aligned support the SIG goals for: 1) developing a rigorous instructional program in all core courses that is aligned with the Common Core Learning Standards (CCLS) and inquiry based, 2) Implementing a student-centered approach to academic, social-emotional, and developmental support.</p> <p>Our key strategies in this area include:</p> <ul style="list-style-type: none"> Ensuring that the taught curriculum (e.g., texts selected, instructional materials used, tasks assigned) incorporates the CCLS and reflects the necessary instructional shifts. Fidelity to district curriculum is a non-negotiable.

Key Strategies - Identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. (Add additional rows as needed.)

<p>aligned with the Common Core Learning Standards (CCLS) and inquiry based, 2) Implementing a student-centered approach to academic, social-emotional, and developmental support.</p>		<ul style="list-style-type: none"> • Aligning curricular documents (e.g., instructional guides, curriculum maps, scope and sequence, units of study) that are horizontally aligned to IB’s six trans-disciplinary themes and vertically aligned from one grade to the next. • Implementation of technology purchased or provided by the district to supplement instruction. Including: <ul style="list-style-type: none"> ○ Schoology- used for lesson plan submission and feedback, contains resources from all professional development sessions, grade level meetings, and faculty meetings for teacher reference. ○ Reading A to Z, RAZ Kids, IXL Math ○ MyOn- online library ○ One to one iPads for grades 3 & 4 are scheduled ○ iPads for centers are in PK and K classrooms <p>Identified evidence includes:</p> <ul style="list-style-type: none"> • IB units of study developed around central themes and CCLS instructional shifts. • Reflection of IB conceptual planning in daily and weekly lesson plans. • Observation of rigorous instructional strategies during instruction via learning walks. • Saturday PD: Backward Planning in Math, Modeling of Inquiry Based Instruction, Aligning IB Units to District Instructional Guides in ELA specifically <p>Assessment and Monitoring:</p> <p>After a Saturday PD, two IB Planning Sessions, and two rounds of grade level meetings, teachers were able to revise IB units in each respective grade level with guidance and support from the IB coordinator, literacy coach, and administrative team. As a result, teachers are demonstrating a developing capacity and fidelity around developing the units and utilizing the proper district resources, activities, and assessment throughout.</p>
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3. BUDGET/FISCAL * - This section will be completed by your grant manager

Expenditures	Status (R/Y/G)	Analysis/Report Out If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.
Salaries for professional staff-Code 15 \$258,591 YTD \$96,676 37% @ QTR ENDING 12/31/17	Green	All positions are filled and charging accurately. ELT began on October 11th and the administrator who is working the program has been paid. Professional development has begun and continues to be submitted.
Salaries for Support Staff-code 16 \$32,056 YTD \$14,207 44% @ QTR ENDING 12/31/17	Green	Account Clerk Typist was hired in October and paid .40 from this account.
Purchased services-code 40 \$113,460 YTD \$112,500 99% @ QTR ENDING 12/31/17	Green	The monies spent represent the amount encumbered for Generation Ready. The remaining monies is to pay for the custodian to work on Saturdays while teacher professional development is occurring.
Purchased services-code 45 \$5,812 YTD \$2,019 35% @ QTR ENDING 12/31/17	Green	Next Lesson costs have been encumbered. Remaining monies will be amended to fund teacher professional development.
Employee Benefits-code 80 \$74,413 YTD 24,812 33% @ QTR ENDING 12/31/17	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	COMPLETED AT THE END OF THE PROJECT.

* Supporting fiscal documents should be available upon request.