

**1003(g) School Improvement Grant (SIG) 2017-18
Performance Management – *Mid-Year Report***

September 1, 2017 –January 31, 2018
(Non-Receiverhip Schools Only)

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Buffalo Public Schools	Waterfront Elementary School #095	14060010119		SIG:	Model: transformation	Cohort: 4.2
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	Pre-Kindergarten – Grade 8		Total enrollment: 890 (January 17, 2018) ELL %: 29.6% SWD%: 12.8%		
Dawn DiNatale	August 15 – October 25, 2017					
Nicole Dias (Acting)	October 26- January 15, 2018					
Terence Jenkins (Acting)	January 16, 2018- present					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<i>Brief</i> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	Waterfront continues to have “Tidal Waves” as the cornerstone of the overarching instructional focus for the 2017/18 school year. All collaborative team meetings, professional development, instructional feedback and school wide discussions are guided by these Tidal Waves. Based on the recommendations in our 2016/17 DTSDE review, Waterfront has decided on the following Tidal Waves for the 2017/18 school year:				
Cassandra Wright Superintendent of School Leadership 716-816-3703		<ul style="list-style-type: none"> • Depth of Knowledge 3.0 - Teachers will plan, display and address higher-level (level two or above DOK) questions related to the content and standards being instructed in each lesson. Depth of Knowledge Action Statement: THINK, Don’t Sink! • Differentiation 4.0 – During instructional planning, Teachers will use data for grouping and implementing targeted instruction to “meet the strengths, interests, experiences and diverse learning needs of each student.” Differentiation Action Statement: Find your best way to learn! • Collaborative Culture 2.0 - Teachers will work together to realize each individual’s full potential, co-create instruction through shared accountability in an open way that positively builds on the mutual strengths of our staff. Collaborative Culture 2.0 Action Statement: United we stand! 				

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<ul style="list-style-type: none"> • Strategies- Teachers will teach students multiple strategies to ensure they have the needed tools to problem solve in their daily instruction. Strategies Action Statement: Use your tools for building SUCCESS! <p>Waterfront created the action statements under each Tidal Wave to provide both teachers and students with a concrete understanding of what the expectations are for each of the Tidal Waves.</p> <p>Waterfront continues to see teachers utilizing data to drive instruction and applying DOK (depth of knowledge) questioning to check for understanding throughout lessons. Instruction is aligned to the NYS CCLS and teachers are utilizing the NYS engage modules in both math and ELA. Students are actively engaged in lessons and small group instruction is being done at every grade level.</p> <p>Waterfront uses Collaborative Team Meetings to provide teachers with quality professional development and with time each week where collaboratively planning with their grade level/subject area colleagues takes place.</p> <p>Waterfront’s commitment to instruction and academic achievement is visible in NYS testing data, heard through instructional conversations measured in formative assessment data and strong CCLS based classroom instruction. Instructional improvements are also supported by strong student and teacher attendance and the continuous decrease in ODR’s and showcased in student work throughout the building.</p>

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		Red	
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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 *summarize* on-going and formative data used to address student needs and determine progress toward student achievement goals.

Key Questions/Prompts	Analysis / Report Out																																																																																				
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	<p>The overall proficiency rate at Waterfront on the 2016 NYS assessments was 20.7% in Math and 17.3% in ELA. This was an increase in proficiency of 4.7% for math and 3.3% for ELA. Waterfront continues to see significant gains in students scoring at level two in all groups (Gen. ED, SPED, and ELL) and decreases in number of level 1 scores in all groups.</p> <table border="1" data-bbox="531 440 1362 695"> <caption>Math Proficiency (Level 3 and 4) %</caption> <thead> <tr> <th>Year</th> <th>Gr3</th> <th>Gr4</th> <th>Gr5</th> <th>Gr6</th> <th>Gr7</th> <th>Gr8</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>22</td> <td>13</td> <td>23</td> <td>17</td> <td>8</td> <td>10</td> </tr> <tr> <td>2016</td> <td>15</td> <td>17</td> <td>13</td> <td>33</td> <td>13</td> <td>10</td> </tr> <tr> <td>2017</td> <td>23</td> <td>14</td> <td>32</td> <td>22</td> <td>18</td> <td>10</td> </tr> </tbody> </table> <table border="1" data-bbox="520 745 1373 1000"> <caption>Math Level 2 and Up %</caption> <thead> <tr> <th>Year</th> <th>Gr3</th> <th>Gr4</th> <th>Gr5</th> <th>Gr6</th> <th>Gr7</th> <th>Gr8</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>55</td> <td>37</td> <td>41</td> <td>53</td> <td>35</td> <td>34</td> </tr> <tr> <td>2016</td> <td>54</td> <td>46</td> <td>37</td> <td>71</td> <td>41</td> <td>39</td> </tr> <tr> <td>2017</td> <td>51</td> <td>45</td> <td>48</td> <td>64</td> <td>46</td> <td>28</td> </tr> </tbody> </table> <table border="1" data-bbox="516 1089 1377 1344"> <caption>ELA Proficiency (Level 3 and 4) %</caption> <thead> <tr> <th>Year</th> <th>Gr3</th> <th>Gr4</th> <th>Gr5</th> <th>Gr6</th> <th>Gr7</th> <th>Gr8</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>15</td> <td>3</td> <td>7</td> <td>12</td> <td>5</td> <td>14</td> </tr> <tr> <td>2016</td> <td>21</td> <td>14</td> <td>10</td> <td>14</td> <td>14</td> <td>12</td> </tr> <tr> <td>2017</td> <td>17</td> <td>15</td> <td>15</td> <td>12</td> <td>23</td> <td>22</td> </tr> </tbody> </table>	Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	2015	22	13	23	17	8	10	2016	15	17	13	33	13	10	2017	23	14	32	22	18	10	Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	2015	55	37	41	53	35	34	2016	54	46	37	71	41	39	2017	51	45	48	64	46	28	Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	2015	15	3	7	12	5	14	2016	21	14	10	14	14	12	2017	17	15	15	12	23	22
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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.

ELA Level 2 and Up %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	41	32	36	41	26	53
2016	48	47	34	61	51	40
2017	42	50	47	59	79	58

Waterfront teachers continue to provide high quality instruction to students each day. Teachers work to ensure that NYS Common Core learning standards are met with each lesson, lessons are differentiated to meet the needs of students and students are taking an active role in the lessons. DOK questions and exit tickets are part of lessons in each grade level and teachers spend time working collaboratively to ensure that they are meeting the academic potential of each student.

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.

Waterfront teachers began the 2017/18 school year analyzing the data received from NYS for the 2017 ELA and math state assessments as well as our building level CFA/ District DBA data from the 2016/17 school year. Teachers chose 4 to 6 ELA and math standards for each grade they they would focus on. These standards were identified as standards that Waterfront students were lacking understanding or mastery of. The primary grades looked at 2016/17 CFA/DBA data, i-Ready and DIBELS data to choose their standards.

Each grade level identified 4 to 6 ELA/math standards as their “Grade Level Waves”. These standards, know at Waterfront as “Grade Level Waves” are standards that teachers in each grade level will provide students with additional academic supports and instruction. Teachers posted the “Grade Level Waves” in classrooms and are working to align instruction to support the focus standards. The grade Level waves are discussed and utilized in CTM with both classroom teachers and support teachers to help target lessons on CCLS at each grade level.

Teachers also utilized the above mentioned data to choose “Target Students” for the 2017/18 school year – students who they believe with additional supports could move up a level on either the NYS math or ELA test in spring of 2018 or, in the primary grades, move closer to being on grade level. These students’ academic progress is being monitored through formal and informal assessments, progress monitoring, i-Ready progress, exit tickets, classroom and district CFA/DBA’s.

Student Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	90.9%	92.9%	92.59%	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of student	Our student attendance percentage fluctuates 1-2% from week to week, but consistently hovers around 92.0%			

Student Attendance - Please complete the prompts/questions below.

<p>attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).</p>	<p>Waterfront has 19 students that are classified as severe chronic (a decrease of 16 students compared to last year), 90 chronic (a decrease of 80 students compared to last year), 180 at-risk (a decrease of 83 students compared to last year) and 594 (an increase of 156 students compared to last year) satisfactory according to district attendance guidelines. Waterfront’s 5th grade has the highest attendance percentage and the Pre-Kindergarten has the lowest attendance percentage.</p> <p>Once a cycle, the Waterfront attendance team (School Counselor, Social Worker, Say Yes, attendance teacher, and an administrator) meet to review attendance, analyze data and plan implementation of interventions for students with declining attendance. Depending on the percentage and interventions already made, phone calls are made, guidance conferences or home visits scheduled, SAY YES referrals, FST referrals and CPS referrals are arranged if deemed necessary. All efforts are documented in the Parent Teacher Correspondence Tab in Infinite Campus.</p> <p>To date this year, October has the highest student attendance with 93.16%. Looking at the attendance data of an average school week at Waterfront, Wednesday tends to have the strongest attendance and subsequently, Friday the weakest attendance. Bussing issues have caused a slight decrease in our December and January attendance numbers, an issue that we are working with the District and First Student on.</p> <p>When teachers notice that students are becoming chronically absent/tardy a request for intervention form is completed. Teachers are the first line of defense and make the initial phone call to inquire and alert the parent of the risks of poor attendance. If student attendance does not improve, then the attendance team proceeds to the next level of intervention which typically is a home visit or individual guidance conference with the student to make sure all the students’ needs are met. When conversing with students and family regarding attendance, Waterfront staff looks to identify the barrier that causes the absenteeism and remedy that barrier with a specific intervention.</p>
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<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>The climate at Waterfront is one of instruction and community. Students come to school because Waterfront provides a safe haven for learning to take place from teachers who care about the students they work with. Our current attendance data mirrors last year’s high attendance, highlighting that students want to be here and want to be successful in school. Waterfront believes that there is a direct correlation in high attendance and the positive increases we have seen in all groups on the NYS assessments. We believe that the continued work Waterfront has done on Growth Mindset continues to pay off with increased student motivation and initiative.</p> <p>Waterfront engages in universal, positive messaging for good attendance by awarding the homeroom with the best attendance the "attendance trophy". Every Friday a class is recognized on the announcements as having the best attendance and the trophy remains in their room for the week. Also, a student that has had perfect attendance for the week is rewarded every Friday with a small incentive. The winner is announced on the announcements and the student comes to the School Counselor's office to receive his/her prize. Homerooms at each grade level often compete to see who gets the attendance trophy the most throughout the year and the prestige of having this</p>
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Teacher Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date
Average Daily Teacher	91.6%	94.8%	90.71%

Teacher Attendance - Please complete the prompts/questions below.				
Attendance Rate (%)				
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.).	<p>Teacher attendance at Waterfront is strong. Waterfront teachers have a commitment to the students they educate which in turn is reflected in strong student attendance. Waterfront accounts the high attendance rate to the desire to provide quality instruction to students and ensure continuity in instruction as well. Waterfront did see a dip in teacher attendance during the months of September and October compared to last year's attendance data. This dip seems to have stabilized in November to present. Current teacher attendance data seems to mirror November and December's data from last year.</p> <p>Teachers at Waterfront do not seem to abuse their time or take time off without reason. All personal days are pre-approved by an administrator and all sick days are recorded in AESOP for accuracy.</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>At the current time there is no need to adjust strategies or put any interventions in place for teachers. Waterfront staff is committed to educating students and the commitment is visible through the strong attendance numbers for the first semester of the 2016/17 school year. Faculty attendance will continue to be highlighted in the daily bulletin each quarter, and attendance numbers will be discussed with the Leadership team and at faculty meetings.</p>			

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 (#)	1163	921	528	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<p>Waterfront had 528 office discipline referrals that involved 145 students as of January 18, 2018. These referrals covered 28 different types of events- most commonly reported being Defiance of Authority followed by classroom disruption and Disrespectful Behavior. The classroom is sited as the location where these disruptions most commonly occur followed next by the hallway/staircase. 22 students have 4 or more office discipline referrals.</p> <p>The office referrals come from all grade levels. We are seeing a trend in students who are new to Waterfront and those placed in our 6:1;1 classrooms. 7th grade had the most office referrals, a grade level where we had multiple open staffing positions (covered by day to day substitutes) which we believe lead to the lack of structure and hence the ODR's.</p> <p>There is no pattern for occurrence at one time of the day for our general education students but we are seeing an increase in ORDs in the afternoons for our SPED students. There is currently not one specific teacher who has the majority of office referrals.</p>			
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets	<p>Students with three or more office discipline referrals receive Tier II interventions, such as Check-in/Check-out, individual counseling, group counseling, mentoring, basic needs assessment (Say YES Services) Best Self (counseling). The goal is to meet the needs of the whole child which in turn will reduce the behaviors and increase the academic performance. Tier II students' progress is discussed twice a week at Tier II meetings where ODR and student data is reviewed and discussed.</p>			

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.	
will be met? Please identify specific school actions to be taken.	<p>Professional Development on De-Escalation Strategies and working with the Special Education Population was also provided for our SPED teacher and aides/assistants in October and we have seen improvements in behaviors in these classrooms. Waterfront’s SST team has also been working to ensure that all students are placed accordingly.</p> <p>A District mentor is working with three of Waterfront’s special education teachers to provide both classroom management and instructional supports. These teachers are working with the mentor 1-2 times a month and targeting specific areas of either instruction or classroom management that the mentor sees as areas that need improvement. The mentor’s notes are shared with both the teacher and building administration and follow up is done by both mentor and building administration to ensure progress is being made in the targeted areas. Waterfront administration has seen significant improvement in 1 classroom and some improvement in the two other rooms. This mentoring will continue throughout the school year.</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.	
Key Questions/Prompts	Analysis / Report Out
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>Waterfront began after school programming on Wednesday, October 11, 2017, offering programming 5 days a week, 2 hours a day, for students in grades 2-8. Waterfront has partnered with the Father Belle Center to offer after school programming following the District initiative for ELT during the 2017/18 school year. We had strong enrollment and have met our cap set by the District of 157 students. Staffing is provided by both Waterfront (instructional) and the Belle Center (non-instructional staff) to support group sizes of 15- 18 students per group.</p> <p>In late October, Waterfront was notified that it had received the Empire Grant to cover the cost of the after school program. Through this grant, Waterfront was able to continue the strong programming we currently offer, and free up money allocated for after school in our SIG grant. These funds will be reallocated to support Waterfront in other ways.</p> <p>Waterfront currently has 10 teachers employed 3 days a week, and a program coordinator, job shared by 2 teachers who work a total 5 days per week. Teachers, hired by district seniority, provide instructional support to students at each grade level for 45 minutes. The teacher’s work on instruction with two groups each day –Tuesday thru Thursday- student groups switch off between teacher and Belle Center employee to ensure both enrichment and instruction are provided 3 days per week. On Mondays and Fridays enrichment activities are provided to all students.</p> <p>The Belle Center currently has 12 full time and 1 part time employee and a coordinator that provide students with supervision in the computer labs while they work on i-Ready, run arts and crafts and physical education activities, supervise board games and supervise a quiet area for students to work on homework.</p> <p>Through a grant from Young Audiences, Waterfront provided additional programming for the after school students in the area of arts and culture on Fridays during November and December. Students created murals, learned Hip-Hop dancing, wrote poetry, created caricatures, made buttons and mini books with Western NY Book Arts and took part in a juggling act, Bubblemania and Kevin McCarthy’s interactive dance party.</p> <p>The Belle Center has contracted with the following agencies to provide additional academic and enrichment programming for the ELT</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.

	<p>Program at Waterfront:</p> <ul style="list-style-type: none"> • The Buffalo Zoo • Buffalo Museum of Science • Engineering for Kids • Explore and More • Soccer for Success • Albright Knox Art Gallery <p>These programs run in conjunction with the instructional programming at Waterfront and provide students with exposure to science and creative arts activities.</p> <p>Waterfront has also continued our established partnerships with Girls on the Run, Science Olympiad and The Community Music School to provide instrumental music lessons, science instruction and competition and a running program for students in grades 3-8.</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>Waterfront conducted a diagnostic test using i-Ready for all students in both ELA and math in late September. This diagnostic test guides the instructional plan for students when they go to the computer lab and access i-Ready during after school. Classroom teachers also can add additional lessons on i-Ready for students to complete in areas they feel students need additional supports. A mid-year diagnostic testing window for i-Ready is set up from January 29- February 12th. Student data will be analyzed at that time and adjustments to student online instruction will be made after the MOY diagnostic testing window closes.</p>
<p>What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Our after school enrollment targets have been met with 157 students enrolled in grades 2-8. We will look at the waiting list and if staffing allows we will add new students when students drop out of the program.</p>

2. PROJECT PLAN IMPLEMENTATION

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

	<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.	Depth of Knowledge 3.0		<p>Evidence: Waterfront continues to have DOK as a focus of classroom instruction and one of the building “Tidal Waves” for the 2017/18 school year. The action statement for DOK is referenced in the section labeled Brief Analysis/Report Out above. The impact of higher order questioning and focused questioning on the objective being taught has streamlined instruction and brought more engagement and clarity for the students.</p> <p>Carrying DOK over as a “Tidal Wave” for a third year has provided teachers with additional training and the time to</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.)*

gain confidence in their questioning abilities, and strengthened the quality of DOK questioning that is taking place in classrooms. The training from last year, conducted during GLM (grade level meetings) and at the two spring professional development opportunities, has paid off with teachers utilizing questions from the NYS modules and adapting questions from other instructional programs to guide their instruction.

Newer teachers to Waterfront have been working with their colleagues to learn how to align their DOK questions to their instruction and as a result, instruction is more focused and questions are tied to their instructional objectives. At all grade levels we are seeing DOK questioning guiding instruction, bringing relevance of the objectives to each lesson taught.

On BEDS day Waterfront offered a refresher class to all teachers on DOK reviewing building expectations, showing examples and providing teachers time to discuss how they design DOK questions. Teachers were provided examples and documents for teachers to reference when they write their DOK questions.

At GLM teaches and coaches have been looking at the District created DOK questions that follow along with District Curriculums and teachers are familiarize themselves with where these resources are found. Teachers are discussing the impact DOK is having on instruction and are supporting each other as they plan curriculum.

Next Steps:
Administration will continue to monitor classrooms and the usage and impact of DOK on classroom instruction. Teachers will continue to share out at upcoming collaborative team meetings on how they develop their DOK questions and provide support for those who are still struggling.

Impact on Student Achievement:
As a result, instruction is more focused and questions are tied to instructional objectives. At all grade levels DOK questioning is guiding instruction, bringing focus of the objectives to each lesson being taught.

2. Differentiation

Evidence:
A focus on Differentiation continues at Waterfront during the 2017-18 school year with it continuing to be one of our "Tidal Waves". The action statement for Differentiation is referenced in the section labeled Brief Analysis/Report Out above.

Waterfront's continued use of i-Ready, provides an additional avenue for differentiation to take place throughout the day. Students took a MOY diagnostic test in ELA and math, then individualized lessons were assigned to assist in closing the achievement gap in both ELA and math or enrichment lessons are provided for those students who are on or above grade level in these subject areas. Teachers also assign students lessons on topics covered in the classroom that they feel the student needs extra support providing that additional layer of assistance for all students at Waterfront. All students at Waterfront are provided two 45 minute periods per cycle to work on differentiated lesson in math and ELA though i-Ready in our computer labs.

Waterfront has also implemented the use of Castle Learning, Next Lesson and Prodigy to provide the teachers and students additional programs to use to differentiate instruction on the computers. All Waterfront students in grades K-6 have 2 periods per cycle that are devoted to computer time where they work on individualized instruction to meet

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.)

their academic needs.

Teachers continue to implement SIOp and other instructional strategies to ensure all students are active participants in the learning process. Teachers apply many of the strategies they received from the multiple professional development sessions previously offered on how to conduct differentiated small groups and have them run effectively, and as a result small groups are taking place in each grade level.

Daily 5 was continues to be utilized in some of our primary classrooms and the impact on student achievement is documented and the groups are consistently changing as a result of the positive data. One 3rd grade classroom continues to utilize the Daily 3 for math.

Next Steps:

Waterfront coaches and Administration will continue to work with our teacher on strategies for small group instruction and encourage them to follow the 21-day planner for successful implementation of small group instruction in their classrooms.

Impact on Student Achievement:

Classroom data is showing spikes in student performance in both ELA and math when tested at the student’s ability level. Teachers are witnessing accelerated growth in student performance which will bring more students to grade level and ensure they are fluent readers by grade 3 in the primary level and working to close their reading gap in the middle school level.

3. Collaborative Culture

Evidence:

Work on Collaborative Culture continues to evolve at Waterfront. Teachers were presented a training on their “True Colors” to determine what type of a learner/collaborator they were. This training took place during September and October. Waterfront’s change in Leadership and the loss of two of the key teacher implementing the collaborative culture work has slowed implementation this year. Waterfront’s Leadership team continue to develop a plan for ensuring Collaborative Culture is a “Tidal Wave” and is currently looking at data collected last year. Last year a survey was presented to teacher on their feelings on Waterfront’s collaborative culture and the Administration believes that this survey should be redone to determine where Waterfront teachers currently stand on their understanding and feeling of the Collaborative Culture we currently have. After analyzing the data from last year’s survey, the following was determined:

Waterfront’s Strengths:

- teachers help out one another
- teacher performance reflects school mission
- teachers encouraged to share ideas
- Mission= direction= intrinsic motivation to support school

Waterfront’s Weaknesses:

- Why is there a trust issue?
- Planning?
- Parent/ Teacher expectations
- Observing others- explore ideas on how to make this happen
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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>Next Steps: Waterfront’s Leadership team plans have teachers take the Collaborative Culture survey again in early February and compare the data to see if there has been improvement or a decline in the past 6 months. Administrations will also present the following questions to the faculty at the upcoming February Faculty Meeting and compare results to data collected last year.</p> <p>Collaborative Culture questions for February Faculty Meeting:</p> <ul style="list-style-type: none"> • Based on the survey and your experience, what do you see as the status of Collaborative Culture at Waterfront this year? • One element of Collaborative Culture is the component of peer feedback. Is this important to you? • If you could change one thing to promote Collaborative Culture, what would it be and how would you change it? <p>Impact on Student Achievement: Through the work with developing Collaborative Culture at Waterfront, the sharing of ideas and strategies regarding all aspects of teaching and learning continues. This impact is evident in the classroom and has had a positive impact on instruction and student achievement.</p>
4.	Strategies		<p>Evidence: This is a new “Tidal Wave” for Waterfront for the 2017-18 school year. We are currently in our infancy stage with implementation but will continue to work collaboratively to create a streamlined “STRATEGIES TOOLKIT” for our students to reference during their daily instruction.</p> <p>At CLM teachers are sharing strategies they teach students to ensure they have the needed tools to problem solve in their daily instruction. Waterfront’s building math teacher and instructional coach are working with the administration to streamline strategies so that students learn the same strategies through both the primary grades through middle school. Documents are being created to ensure that each classroom had the same “STRATEGIES TOOLKIT”.</p> <p>Next Steps: The “Strategies Toolkit” will continue to evolve at Waterfront. Ideas will continue to be presented to teachers and streamlining to ensure fidelity will continue to take place. Teachers will track student’s success with implementation and usage of the strategies toolkit and work with the building coach and math teacher to make any changes they find necessary.</p> <p>Impact on Student Achievement: The impact of a “Strategies Toolkit” for students to utilize to problem solve in their daily instruction is in it’s infancy at Waterfront but we are already seeing more students persevere when work is difficult and fewer students stating that they cannot complete an assignment.</p>

(For all SIG Cohort 6 and 7 schools that selected the Innovation Framework Model ONLY)

Identify the school's Design Framework and its EPO.	Identify as RED, YELLOW or GREEN.	Identify the evidence that supports your assessment of implementation of the design framework and its connection to your goals. This assessment should take into account and describe the manner in which the EPO is involved in framework development and implementation.

3. BUDGET/FISCAL *

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.

* Supporting fiscal documents should be available upon request.