

**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 City School District	Early Childhood Center PS 82	14060010082		SIG: <b>SIG</b>	Model: <b>Early Learning Intervention Model</b>  Cohort: <b>Cohort 7</b>
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment	
Name	Date of Appointment	PreK-4	N/A	Total enrollment: 386 ELL %: <b>4.14</b> SWD%: <b>25.6</b>	
<b>Tanika Shedrick</b>	<b>November 2015</b>				
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)	In December, the accountability status of the school was changed from Priority to Good Standing after exhibiting improvements in the state assessment data. This recognition of the hard work exuded by teachers and students alike bolstered the confidence of the building. The implementation rate of many of the key strategies is very high and with impact. PS 82 is on target to meet the expected results for this phase of the project. Gains can be seen in several key areas and have implemented the continuation plan with fidelity. A few barriers, such as teacher attendance, as related to maternity and medical leaves, have hindered a greater impact than experienced in a few key areas.			
<b>Margaret Boorady</b> <b>mboorady@buffaloschools.org</b>	<b>Green</b>				

Key

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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](mailto:OISR@NYSED.gov).

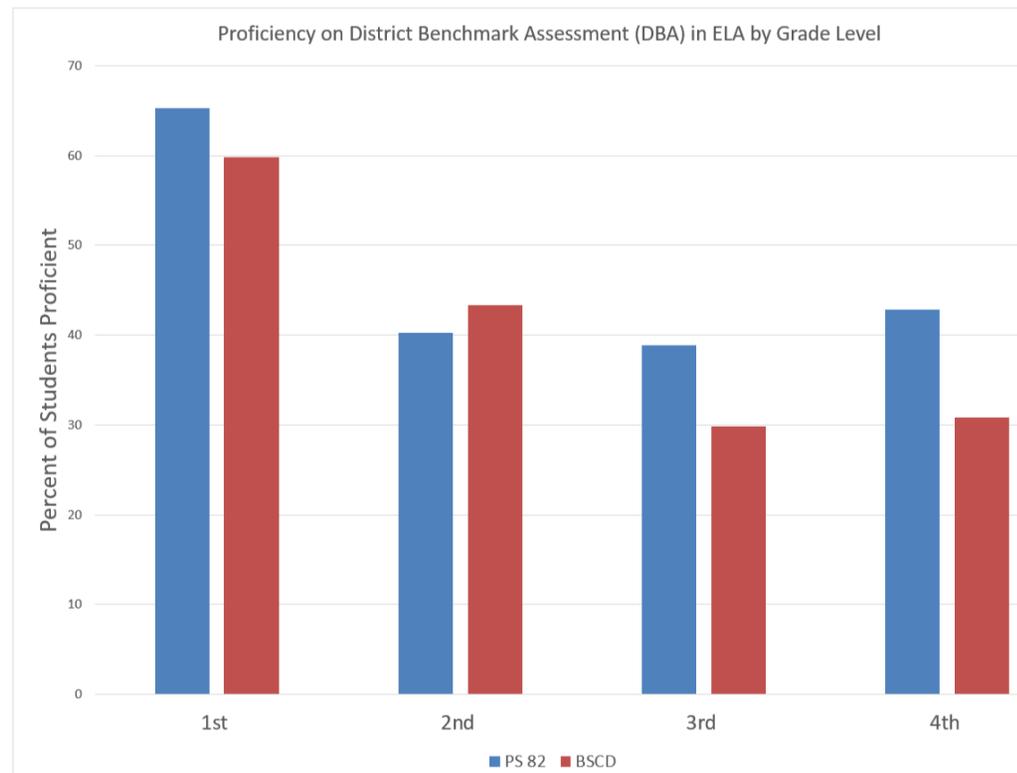
**Directions** - District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the implementation of the key strategies of the 2017-18 SIG plan this year to date and the impact of those key strategies on student learning outcomes.

**1. METRICS**

<b>Academic Achievement</b> - 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.).	

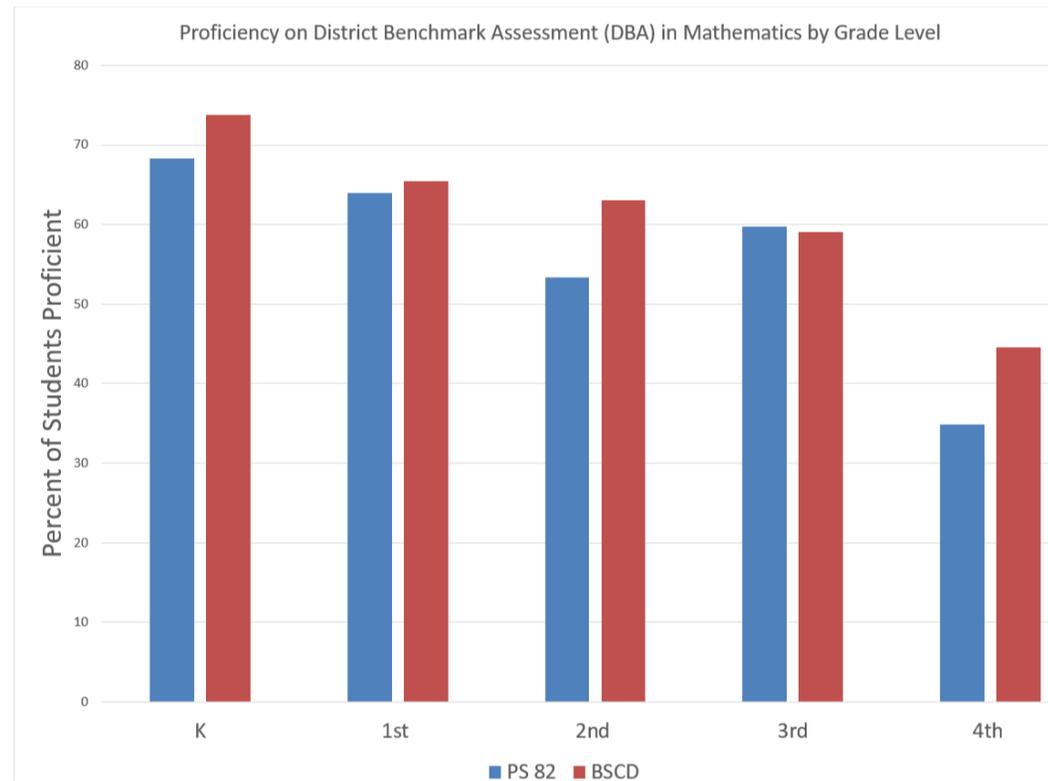
**Academic Achievement** - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that *summarize* on-going and formative data used to address student needs and determine progress toward student achievement goals.

Attachment A



**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.

Attachment B



DIBELS Next is an assessment system that is compartmentalized to analyze various factors of early learning literacy skills. Phonemic segmentation fluency (PSF), in Kindergarten, is a common indicator of a students' likelihood of being able to read by the end of 2<sup>nd</sup> grade. Based upon our middle of the year results, compared to last years' results, in Kindergarten we've decreased the percentage of students who are considered at or below benchmark in PSF which can be attributed to the poor attendance trends we are also seeing in this grade level.

One of the performance indicators analyzed to measure academic achievement is the student performance on District Benchmark Assessments in both English Language Arts and mathematics throughout grades K, 1, 2, 3, and 4. As of January 12, 2018, one mathematics District Benchmark Assessment has been administered, and one English Language Arts District Benchmark Assessment has been administered to grades 1, 2, 3, and 4.

**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.

As shown in Attachment A, in English Language Arts, our 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades outperform the district; however, 2<sup>nd</sup> grade fell slightly short of outperforming the district. After analyzing the data, this shortcoming is due to the lack of reading fluency and accuracy of the students within this grade level.

As shown in Attachment B, in mathematics, according to the District Benchmark Assessment data, the district outperformed grades K, 1, 2, and 4 by a slight margin. This can be attributed to various factors, such as the 4<sup>th</sup> grade assessment contained two questions that tested standards not yet taught according to module pacing; 3<sup>rd</sup> grade also had two questions assessed before standards were taught; 2<sup>nd</sup> and 1<sup>st</sup> grade rearranged the introduction of some of the standards taught after professional development (summer of 2017) based on observations from the 2016-2017 school year. This data suggests that more support should be directed to all grades in mathematics.

The 3<sup>rd</sup> and 4<sup>th</sup> grade students have also taken two interim assessments to allow for additional data collection. These assessments were created using New York State's released 2016 questions for both English Language Arts and mathematics. The assessments were administered prior to the District Benchmark Assessment, mentioned above, and interestingly enough according to this data which tested the same standards as the district benchmark assessment, and standards that are to be taught much later in the year, 4<sup>th</sup> grade students performed better. Both 3<sup>rd</sup> and 4<sup>th</sup> grade students showed an increase in performance on both the English Language Arts, and mathematics interim 1 administered in October of 2017, to the English Language Arts, and mathematics interim 2 administered in December of 2017.

To further identify areas of extreme deficiency prior to the second District Benchmark Assessment for mathematics, a common formative assessment in mathematics was administered to students in grades K-4. The standards that were tested on the common formative assessment are standards that have been tested heavily in the past on the New York State Assessment. These standards included: 4.NBT.2, 4.NBT.3, 4.OA.1, 4.OA.2, 4.OA.3 for fourth grade mathematics; and 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7 for third grade mathematics.

In an attempt to increase student achievement on assessments, the testing environment of the 2017-2018 school year is a similar testing environment to that of the state assessment. For instance, students have one day to complete the District Benchmark Assessment for each quarter, and teachers are to administer the assessment in its entirety during that designated timeframe. The District Benchmark Assessments were more rigorous for 3<sup>rd</sup> and 4<sup>th</sup> grade students, because the questions were released state assessment questions. Some of the standards tested were taught before the date of administration, while other standards had not been taught at that point in the year.

**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.

Like the District Benchmark Assessments, the interim assessments administered to grades 3 and 4 were created from previously released questions on past English Language Arts state assessments. The data, when compiled with the DBA data, identified the following common standards as areas that indicate a proficiency rate of less than 30% in English Language Arts: W 3.2, RI 3.4, RI 3.1, RI 3.3, RL 3.3, RL 3.4, RL 3.5 for our third grade students. These standards require re-teaching. Likewise, upon analyzing the 4<sup>th</sup> grade DBA and interim data, the following standards had proficiency rates less than 30% and must be retaught: RI 4.1, RI 4.8, RI 4.9, RL 4.2, RL 4.3, RL 4.4.

Two interims in mathematics were also administered to help teachers further identify standards that are of concern. Like the English Language Arts interim, the mathematics interim assessments were created from previously released questions in mathematics. Interim assessment data was analyzed and action plans were created to address deficiencies. However, upon comparison of the mathematics DBA data and the mathematics interim data, the following Common Core learning standards appear to have a proficiency rate below 30% in third grade: 3.NBT.1, 3.NBT.3, 3.OA.6. The following fourth grade Common Core mathematics standards were identified as areas of re-teaching due to a proficiency rate lower than 30%: 4.OA.3, 4.OA.5, 4.NBT.5, 4.MD.3. Based upon the data analysis of the District Benchmark Assessments and interim data, resources and support will be refocused on 4<sup>th</sup> grade mathematics.

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.

Strategies are being implemented to address this deficiency. Strategies such as chunking the text, providing supplemental reading materials, and using district resources to address the phonemic inadequacies required. During grade level meetings, common core learning standards were identified that are in need of additional interventions and re-teaching.

Based on the performance trends noted above, the following strategies will be adjusted to meet the academic targets:

- revision of the current, grade-specific English Language Arts intervention model using state assessment data and DIBELS Next component scores
- additional data analysis and backwards planning opportunities held throughout the year with action plan creation and implementation
- administration of interim assessments in both English Language Arts and mathematics in February
- increase in the frequency of common formative assessments, created by the literacy and instructional coach for all grade levels in English Language Arts and mathematics

Based on the fall 2017 DTSDE review, the following strategies will be implemented to meet the academic targets:

- teachers will use formative and summative assessment data to provide actionable feedback to each student at least three times per week
- teachers will conference with students regularly, using feedback to set short and long term goals for student learning
- teachers will develop and implement data folders that contain assessment data and student created goals

**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.

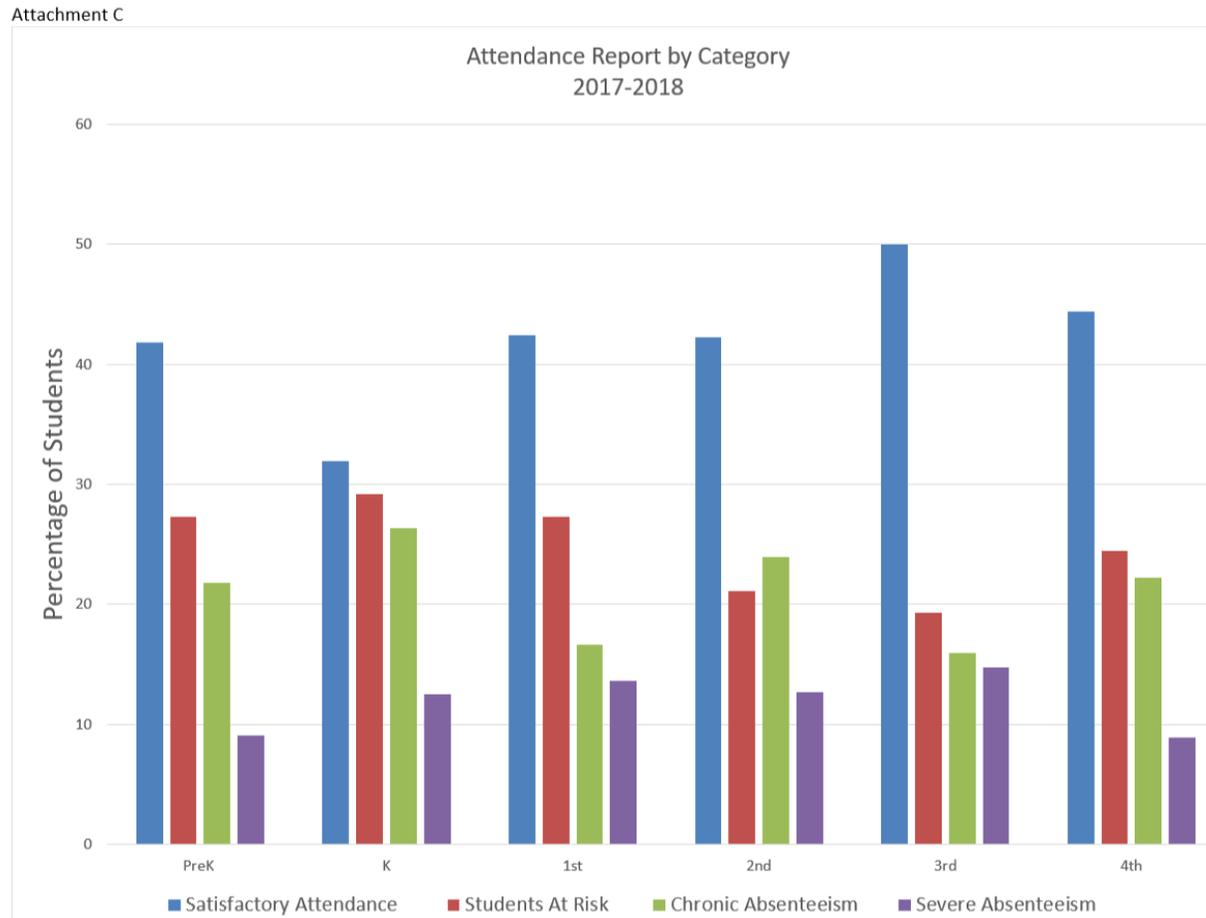
The administrative team collected data based on standard performance, and student work shown to gear instructional changes amongst these two grade levels. A common formative assessment in English Language Arts, and mathematics was administered in October and November of 2017 to check for improvement, before administering interim 2.

**Student Attendance** - Please complete the prompts/questions below.

<b>2017-18</b>	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	<b>87.5%</b>	<b>90%</b>	<b>91.16%</b>	
Key Questions/Prompts	Analysis / Report Out			

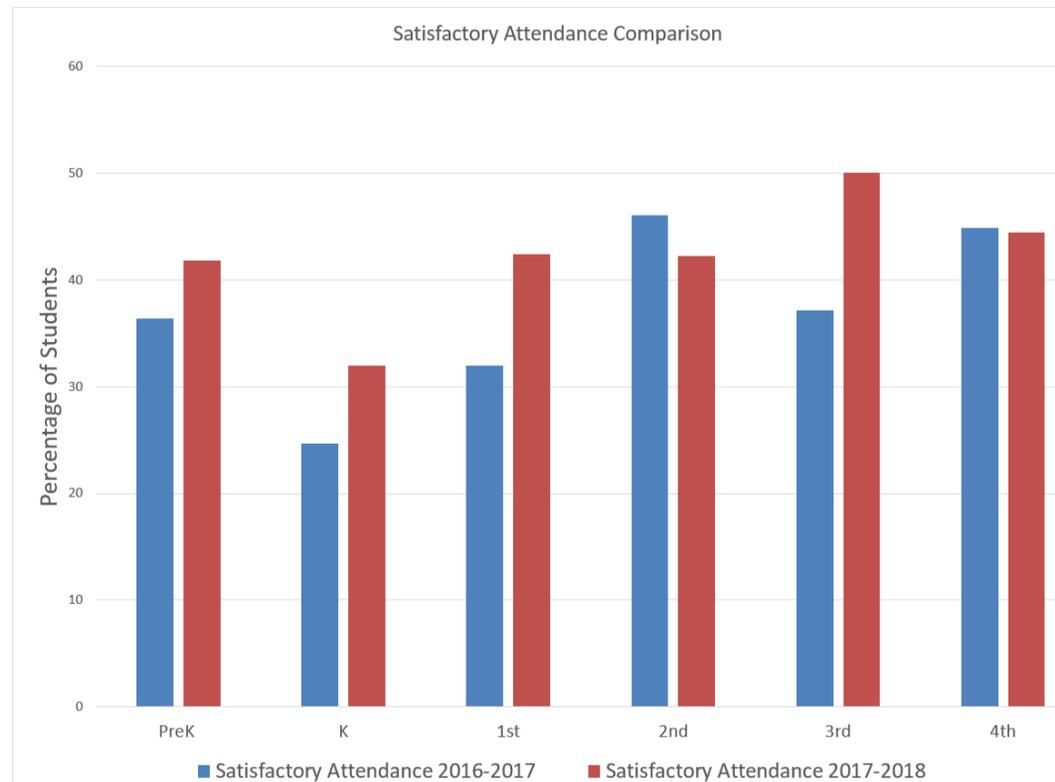
**Student Attendance** - Please complete the prompts/questions below.

Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).



**Student Attendance** - Please complete the prompts/questions below.

Attachment D



In comparison to last school year, attendance overall has improved by .33%.

When examining the data in Attachment D, it can be observed that 2016-2017 Pre-Kindergarten students were last year's highest percentage of severe absenteeism, and as they moved into Kindergarten this year, the attendance has improved slightly, in the aspect that less students are severely absent. With continual support from our schools Student Support Team, it is expected that this trend will continue and there will be less severely absent students in Kindergarten as the 2017-2018 school year continues. Additionally, teachers are required to complete and submit a request for assistance form for students who's attendance may decline to the Student Support Team. The team will then investigate the seriousness of the absenteeism and provide the family with information about resources within the community that may help or connect the family with our SAY Yes Coordinator.

<b>Student Attendance</b> - Please complete the prompts/questions below.	
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>The patterns of the data shown in Attachment D indicate that the key strategies implemented this year have had a positive impact on our data. These initiatives will be continued throughout the remainder of the year to monitor fidelity.</p> <p>Some of the attendance incentives new for 2017-2018 are a perfect attendance recognition board; attendance of 93% or higher is recognized outside of each classroom with a poster, and the best homeroom attendance wins an ice cream party on a monthly basis; severe and severe chronic absenteeism students are placed on an attendance incentive, “check in, check out; and scholar stop and shop. Additionally, the District has allocated an Attendance Teacher to our building once per cycle. The Attendance Teacher makes phone calls to students with chronic and severe absenteeism.</p>

<b>Teacher Attendance</b> - Please complete the prompts/questions below.			
<b>2017-18</b>	Baseline (%)	2017-18 Target	Year to Date
Average Daily Teacher Attendance Rate (%)	<b>86.2%</b>	<b>95.3%</b>	<b>89.86%</b>
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.).	We have an 89.86% average daily teacher attendance rate. The 10.14% absenteeism rate is attributed to the absence of three teachers who are on maternity leave for grades 1 <sup>st</sup> and 4 <sup>th</sup> , as well as the Instructional Technology Coach. The 1 <sup>st</sup> grade teacher has been out on maternity leave since the third day of school which resulted in temporary teachers, and various substitute teachers in that particular classroom. Another 1 <sup>st</sup> grade teacher took a medical leave of absence for two months, also resulting in various substitutes in the classroom. The 4 <sup>th</sup> grade teacher has a temporary teacher present until the end of the leave.		
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.	The Literacy Coach and Instructional Coach have created and implemented rigorous lessons for these classrooms, to ensure that these groups of students were continually given quality instruction throughout the duration of these absences. The coaches have also continued to meet with the temporary teachers and substitutes during common planning time, and grade level meetings to provide support regarding student expectations and instructional needs. The administration is also considering having incentives for teachers who have superb attendance. Incentives such as an award and public recognition, in addition to a \$5 gift card for coffee.		

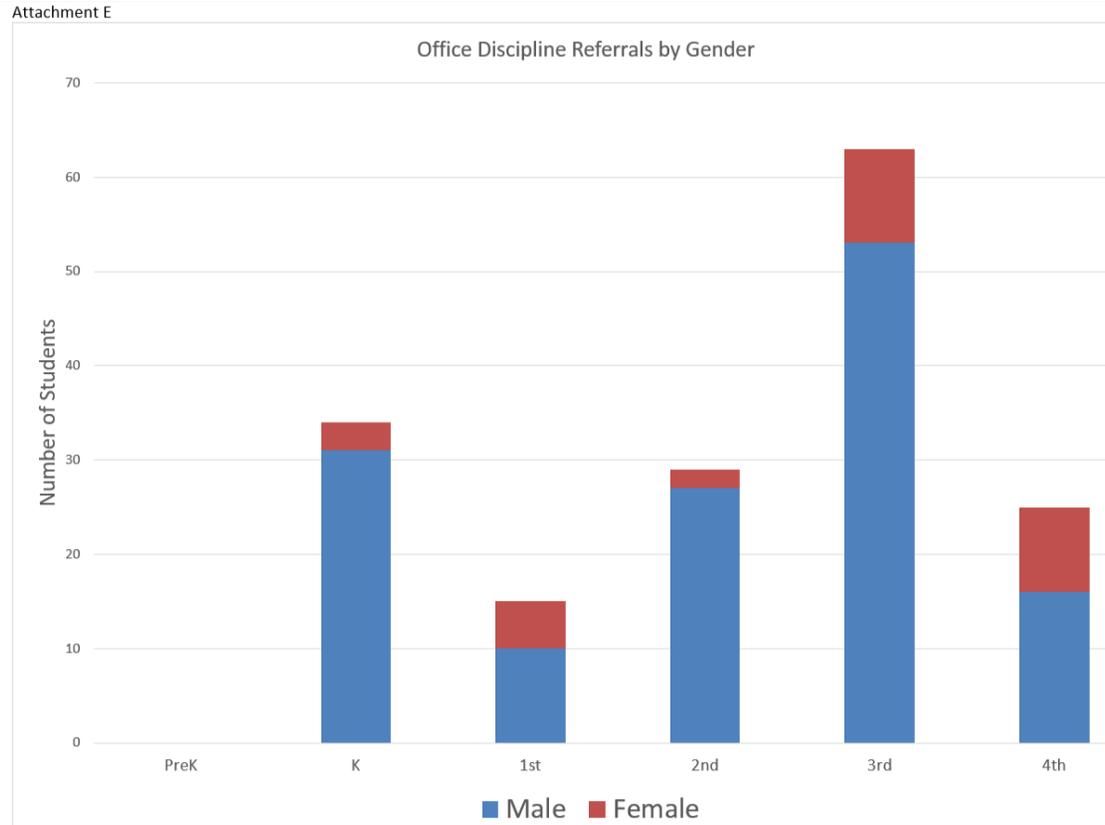
<b>Office Discipline Referrals</b> – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.			
<b>2017-18</b>	Baseline (#)	2017-18 Target	Year to Date
Office Discipline Referrals (#)	<b>266</b>	<b>412</b>	<b>166</b>

**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.

**Key Questions/Prompts**

Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).

**Analysis / Report Out**



The largest population of students is currently 3<sup>rd</sup> grade, which also carries the largest number of office discipline referrals (ODRs). This grade level also has three self-contained, special education classrooms. The students who have multiple ODRs, are students who are currently awaiting Special Education classification, or waiting to be placed into a more restrictive classroom setting.

Based upon the data collected, as shown in Attachment E, Kindergarten and 2<sup>nd</sup> grade young male students are 10 times more likely to be referred to the office for discipline. In 3<sup>rd</sup> grade, young male students are 5 times more likely to be referred for office discipline, while in 1<sup>st</sup> and 4<sup>th</sup> grade young male students are only twice as likely to be referred for office discipline.

<b>Office Discipline Referrals</b> – 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.	
	Within the building 166 incidents occurred among only 48 students. This indicates that 13% of the school’s population impacts the academic learning experience of the students throughout the building, which indicates that 87% of the students are responding to the positive behavioral supports in place. However, students with disabilities still seem to have the highest number of incidents at each grade level.
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.	During the opening day professional development, the faculty received district-led training concerning how to deal with students affected by trauma. It is apparent that the implementation of the trauma informed care and restorative justice training assisted with the decline in ODR’s. Job-embedded professional development continues to be provided to the classroom teachers who have the highest number of incidents occurring in their room. The presence of a full-time school psychologist and social worker has proven to be very influential in the reduction of ODR’s as well.

<b>Extended Learning Time</b> – 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>ELT occurs daily, Monday through Friday, for two hours each day. This year the district extended the school day 25 minutes, which delayed the hours of operation from 3:30-5:30pm to 4:05-6:05pm. Many parents opted to not enroll their child into the program due to the late hours of the program. Therefore, this year STAR math assessment data and DIBELS Next indicators were used to invite students into the program. This is the second year of the full-week program and our partnership with the community-based organization YMCA. There are nine teachers from the school building that participate in ELT and three teacher assistants. YMCA also provides staffing for the program as well. Students minimally receive homework assistance in all subject areas, and social/emotional enrichment from the YMCA staff. Our more intensive students participate in small, teacher to student classrooms, in which English Language Arts and math enrichment occur over a four-day period. Martial Arts has been infused into the program to provide self-discipline strategies to assist students with overcoming behavioral challenges. Grade levels have a rotational session throughout the week with the YMCA Martial Arts sensei. Fridays, that are staffed by the YMCA only, are considered “fun days”, in which outside companies or organizations come in and conduct fun educational activities and create fun experiences for the students.</p> <p>Curriculum for the math and English language arts enrichment sections are aligned with the Common Core Learning Standards students are being exposed to in class. The curriculum is modified to meet the needs of the student. ELT curriculum is aligned with district ELT curriculum guides as well. Testing occurs three times per year, in alignment with beginning, middle and end of the year assessments. This year iReady is being used to measure the success of the ELT program, in addition to DIBELS Next, district benchmark assessments, and STAR math assessments.</p>

<b>Extended Learning Time</b> – 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.	
	Currently, middle of the year assessments are being administered in iReady, and District Based Assessments.
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.	DIBELS and the STAR math assessment were used as a selection tool to invite students into the ELT program. The impact of ELT will be measured by the District Benchmark Assessments (DBA's) for both mathematics and English Language Arts and the computer-based assessment system iReady. Once the mid-year assessment administration is complete, the data will be analyzed to measure the progress of the ELT program.
What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.	Extended learning time teachers will utilize instructional component of iReady for both English Language Arts and mathematics to increase student achievement on District Benchmark Assessments and NYS Assessments. This data will continue to be analyzed for grades 2 through 4. Grades K, and 1 will continue to focus on foundational skills.

## 2. PROJECT PLAN IMPLEMENTATION

<b>Key Strategies</b> - 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. (Add additional rows as needed.)		
<b>Key Strategies</b> List the Key Strategy from your approved SIG Continuation Plan	<b>Implementation Status</b> Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.
1. Provide professional development (before and after school, job embedded and on Saturdays) to teachers, teacher assistants and teacher aides on the following topics: <ul style="list-style-type: none"> <li>• Best practices</li> <li>• Data driven instruction</li> <li>• Technology</li> <li>• Intervention strategies</li> </ul>	Green	<p>Since being hired in January of 2017, the instructional coach has facilitated professional development opportunities to all faculty and staff modeling math intervention strategies that focused on each grade level and the objectives that those grade levels struggle with based upon analyzing data from District Benchmark Assessments and common formative assessments. Grades that the instructional coach primarily works closely with are 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade.</p> <p>Teachers, teacher assistants, and teacher aides received professional development on Saturdays and early release days. Topics have included Instructional Rigor, Backwards Planning, iReady, technology and instructional programs, math and ELA intervention strategies, and district non-negotiables. The Literacy Coach delivered professional development for teachers and teacher aides that were struggling with small group instruction. The instructional coach also delivered professional development for teacher assistants and aides focusing in on the various instructional strategies teachers use throughout the math lessons they deliver in the classroom to help enhance the support the teacher assistants and aides are able to provide 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.)

	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Backwards Planning</li> </ul>		<p>our students. The strategies that were discussed during these professional development opportunities are being implemented and have been observed during walkthrough and review of lesson plans.</p> <p>The literacy coach and instructional coach both assist with newly hired teachers and act as the grade-level mentors for these newly hired faculty members. The schedule is also set up to provide time for teachers to attend grade level meetings without missing core instructional time.</p>
2.	<p>Technology will be used throughout the building to integrate common core technology tools into the curriculum. Technology will also provide center based learning, diagnostic testing and screening and individualized instructional practices.</p>	Green	<p>Since the purchase of iPads for Pre-K through 1<sup>st</sup> grade in February of 2017, each classroom continues to have a set of iPads available for student use. With the iPads we have been able to administer online assessments through programs such as STAR math, and iReady (for our 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade students).</p> <p>Other programs that teachers K-4 are utilizing include, but are not limited to, Prodigy, Explain Everything, MyOn, and Next Lesson. Each of these programs offer a variety of tools that are used to reinforce skills that teachers have introduced, yet allow the students to build on their skills and showcase their work amongst peers.</p> <p>The Instructional Technology Coach continues to introduce new programs and apps that are available to teachers, during grade level meetings, to use throughout their lessons to enhance student engagement with the materials being taught.</p> <p>Since the purchase of iPads and the iReady program grades 2-4 have been able to successfully implement this as an additional resource for the reinforcement of skills in both the English Language Arts and mathematics instruction. STAR math has also been purchased by the district to use in an assessment capacity for grades K-4. And Prodigy is a computer based website that allows teachers to choose skills and assign them to their students for further reinforcement, with the capability to also track data.</p> <p>The implementation of these programs, primarily in math, have attributed to our teacher’s capacity to individualize instruction by student needs, and differentiate the reinforcement of these skills.</p>
3.	<p>Reduce class sizes in Kindergarten and First Grade to support early literacy at an early age.</p>	Green	<p>A schedule was created for the 2017-2018 school year that would staff at least one of the Kindergarten classrooms with a teacher assistant during the literacy block to ensure a 10:1 child to instructor ratio during ELA. This helps support early literacy development. Additionally, the support reading teacher pushes-in to one of the Kindergarten classes to provide support with respect to phonemic awareness.</p> <p>A retired Elementary teacher and adults from the community have assisted with the shortage in the district of teacher assistants. This strategy has helped improve the early literacy of our Kindergarten students.</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.)

4.	Create a system that addresses student behaviors and identifies students that need extra support.	Green	<p>This is the first year the school has had a full-time school psychologist and social worker, which has allowed a tiered level of support to be established and maintained throughout the building. In August of 2017, teachers also received professional development on trauma informed care and a restorative justice approach in the classroom to reinforce positive student behavior. The Student Support Team (SST) continues to work closely with students, by continuing the check-in, check-out system and utilizing restorative practices when a student is removed from the classroom.</p> <p>In comparison to last school years' mid-year report, ODR's were reported as 228 referrals as of 1/13/2017, and this year our referrals are 166 incidents as of 1/12/2018. This data proves that the building's behavior management system has had a positive impact thus far in reducing the number of incidents.</p>
5.	Increase Parent Involvement and school community.	Green	<p>The building's staff hosted a Literacy Title 1 night in the beginning of Quarter 1 and a Math/Science night at the end of Quarter 1. The purpose of these nights were to further promote parent/guardian engagement or involvement. Between the two events well over 150 families attended and gathered resources to help their child's academic success at home.</p> <p>The buildings parent facilitator, who is the grandparent of a 3<sup>rd</sup> grade student, works with parents to help increase communication between the school and home. The parent facilitator has also solicited and secured parent volunteers for classrooms and called families to personally invite them to events such as the Literacy Night and Math/Science Night.</p> <p>The teachers have been using DOJO to reciprocate information home to parents; parents have the option to use the translated view to get the announcements, events information, behavior correspondence from the administrator and teachers, and fliers from the school in their native language.</p>
6.	Retain, hire and develop teachers who are committed to rapidly improving student performance	Green	<p>One temporary teacher has been hired to fill the position for a teacher who is out on maternity leave. This teacher began in a 1<sup>st</sup> grade classroom at the beginning of the first quarter and has since moved to a 4<sup>th</sup> grade classroom at the beginning of December 2017. The temporary teacher has shown improvements in English Language Arts and mathematics in both classrooms. The coaches have also continued to meet with the temporary teacher during common planning time, and grade level meetings to provide support regarding student expectations and instructional needs. The administration have conducted walk-throughs and formal observations in the classroom of the temporary teacher it ensure the level of rigor and instructional fidelity of the classroom.</p> <p>Professional development thus far for the 2017-2018 school year occurred primarily at the beginning of the school year focusing on:</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.)

			<ul style="list-style-type: none"> <li>• <b>Cognitive Student Engagement</b> <ul style="list-style-type: none"> <li>○ Topics included: Writing Success Criteria and focusing on creating rigorous question frames to utilize in English Language Arts and mathematics; and Instructional strategies that are used by the district such as Step Up To Writing and the methodology behind Singapore Computation Strategies</li> </ul> </li> <li>• <b>Data-Driven Instruction</b> <ul style="list-style-type: none"> <li>○ Topics included: Implementing Research-based Reading and Math Interventions, eDoctrina, iReady, DIBELS, STAR Math, Effective/Actionable Feedback, Goal-Setting</li> </ul> </li> <li>• <b>Behavior Management</b> <ul style="list-style-type: none"> <li>○ Topics included: Trauma Informed Care, Restorative Justice</li> </ul> </li> </ul>
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### 3. BUDGET/FISCAL \*

Expenditures SIG	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 - \$310,673 YTD \$118,653 – 38% @ QTR ENDING 12/31/17	Green	All positions are filled and being charged accurately. ELT began on October 11 <sup>th</sup> and staff are paid when working the program. Professional development has begun and continues to be submitted.
Salaries for Support Staff- code 16 - \$4,775 - YTD -\$2,154 – 45% @ QTR ENDING 12/31/17	Green	The position funded from this account is filled and being charged accurately.
Purchased services-code 40 - \$27,640 – YTD - \$27,000 98% @ QTR ENDING 12/31/17	Green	The money encumbered has paid for WestEd and SAMs. The remaining monies are in a current amendment to fund teacher professional development.
Purchased services-code 45 - \$38,165 – YTD - \$947 2% @ QTR ENDING 12/31/17	Green	Minor Equipment and I-Ready have purchase orders currently submitted. NextLesson charges were encumbered.

Employee Benefits-code 80 - \$102,656 – YTD – 39,196 38% @ QTR ENDING 12/31/17	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	COMPLETED AT THE END OF THE PROJECT.