

**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	North Park Middle Academy #66	140600010066		SIG: SIG	Model: Transformation	Cohort: 4
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	5-8	N/A	Total enrollment: 245 ELL %: 5.4% SWD%: 31.7%		
Anibal Soler	August 31, 2016					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief Analysis/Report Out of Overall Implementation Status</u>				
Name and Contact Information	(Red/Yellow/Green)	<p>This past September North Park Middle Academy became a Community School. Through our Saturday Academy Program we have secured many community supporters including Epic Church, North Buffalo Organization, Say Yes and Best Self. As a Community School North Park has hosted seven Saturday Academy events. Some of the topics of these events include: Engineering for Kids, Just Buffalo Literacy, Animal Adventures, Buffalo Zoo Mobile, Yoga, and Cookie Decorating and Holiday Card Decorating for a local nursing home. The average attendance at Saturday Academy has been 93 participants per event. The 2017-2018 school year is a year of transition for North Park Middle Academy as it has been announced that we will be accepting applications for grades Pre-Kindergarten and Kindergarten for the 2018-2019 School Year.</p> <p>North Park began the school year with three teacher vacancies, ELA Grades 7 and 8, Spanish Grade 8, and ENL Grades 5-8. The new 7th/8th grade ELA teacher started October 5th and an itinerant French teacher started November 16th. Our new 1.0 ENL teacher will be beginning on January 26th.</p>				
Mary Jo Conrad 732 City Hall (716) 816-3621	YELLOW					

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<p>Currently our special education student population is 31.7%. We have five General Education Classrooms, three Integrated Co-Teaching (ICT) Classes and eight Self-Contained Classrooms. Due to the high number of Special Education classes and students North Park has secured a full-time Student Support Team (SST) staff to further address our student’s social and emotional needs.</p> <p>The majority of students attending North Park are from outside of the community. 97% of students are provided with bussing to and from school. 82.59% of our students receive free or reduced lunch. In addition we have received 31 new students this year in grades 6-8 from other schools and districts. Including our new 5th graders -there are 74 (33%) new students at North Park this year.</p> <p>The mission of North Park Academy is “We Believe We Shall Achieve!” Our Vision is “Our school community will contribute positively to build productive citizens who will have a powerful impact on the world”. Our 3 Big Roars are: Building a Positive School Climate and Culture, Being a high functioning organization that uses data, feedback and strategy, and Becoming an organization that exemplifies high Instructional Achievement for both students and staff. The Roars and the work done behind them are described throughout this document.</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.).

NYS Assessment Data:

Math:

Math Proficiency (Level 3 and 4) %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	7	20	6	0		
2016		14	8	6	0	
2017			14	10	9	0

Math Level 2 and Up %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	40	43	33	29		
2016		40	36	48	29	
2017			28	43	33	24

The Data:

- Our current Grade 8 students increased their proficiency from 6th to 7th grade by 3%.
- Our current Grade 7 students increased their proficiency 2% between 5th and 6th grade.
- Our current 7th graders increased (level 2 and up) by 7% between 5th and 6th grade.
- Although our current 8th grade (2017 grade 7) showed an increase in proficiency, the level 2 and up percentage has decreased by 15%.

In Response to the Data:

- Math teachers participate in the DDI cycle for each DBA and create action plans to re-teach specific standards and create small groups.
- Grade 7 AIS is scheduled three times per cycle. Instruction is based on student formative assessment data.

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 January, North Park will be giving a school-wide Mock Assessment based on the standards that teachers have taught in the first semester. We will continue to use that data and other formative assessment data to plan intentional student groupings and measure student readiness levels.

ELA:

ELA Proficiency (Level 3 and 4) %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	8	11	5	0		
2016		8	6	11	2	
2017			8	9	8	2

ELA Level 2 and Up %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	35	53	29	15		
2016		43	34	37	14	
2017			39	45	37	17

The Data:

- The 2017 grade 6 Cohort has increased their proficiency by 3% and students receiving a level 2 and above by 11% on the NYS ELA assessment.
- In further looking at the reports students in grade 6 increased from 45% to 49% mean correct on constructed responses from 2016 to 2017.
- Students in grade 7 increased from 49% to 51% mean correct on constructed responses from 2016 to 2017. There is a consistent decrease in both proficiency and levels 2 and up from grade 4 to 5.

In Response to the Data:

- Constructed Response data has increased since teachers have been trained on using Step Up to Writing. The instructional coaches will continue to provide support to new and veteran teachers on Step Up to Writing strategies.
- North Park is continuing to focus on Step Up to Writing strategies by providing review and reviewing student writing samples during Grade Level Meetings. In addition Instructional Coaches provided Professional development to Teacher Aides who had not already received the training in order to fully support classroom teachers and students.

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.

- Over the past four years North Park has struggled to maintain a consistent ELA teacher for grades 7 and 8. There have been seven teachers in these positions. Our Instructional Coaches have provided various levels of support in these classrooms, including co-teaching, modeling, pulling small groups, lesson planning, and professional development.
- DBAs for grades 5-8 reflect NYS Released questions. Teachers are using NYS rubrics to score the constructed response questions. Teachers are participating in DDI and creating action plans based on the data. They are using the data to create groups to reteach specific standards.

Science:

Grade 8 Science		
	Proficient (Level 3 & 4) %	Level 2 and up %
2015	25%	67%
2016	42%	73%
2017	5%	43%

The Data:

- Students increased their performance from 2015 to 2016 but decreased in 2017. The district average for proficiency in 2017 was 24% and the level 2 and up was 61%.
- The data cannot be tracked by cohort since students are only assessed in grades 4 and 8.

In Response to the Data:

- To start the 2016-2017 school year there was a vacancy in 7th/8th Science. In October the position was filled, however there was a day to day substitute in the position from March-June to cover a long-term leave of absence.
- A greater emphasis has been placed on Science in grades 5 & 6 with new Curriculum materials being provided by the district. All teachers in these grade levels have been trained by the district Science department on the updated curriculum and standards.
- DBAs (grades 6-8) reflect NYS released questions. The data from these assessments is being used in 8th grade to reinforce standards from grades 5-7 and also to re-teach standards from the grade 8 Curriculum.
- Students are being exposed to scientific tools (balances, microscopes, etc.) in order to increase proficiency on the performance based assessment.
- Students in grade 7 receive AIS Science three times per week. During this, time Science standards are re-taught in small groups based on NYS, DBA, and classroom assessment data.
- Grade 8 students who attend ELT will practice the lab portion of the Science State Assessment during that time.

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.

DIBELS:

DIBELS BOY 2016				
% Students	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
Grade 5 (Current Gr 6)	41%	35%	7%	17%

DIBELS BOY 2017				
% Students	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
Grade 5	58%	30%	6%	6%
Grade 6	37%	19%	37%	7%

The Data:

- In comparing BOY data for 2016 and 2017 our current 6th graders have shown growth. There was a 4% decrease of students who were Well Below Benchmark (Red) over the course of the 2016-2017 school year. In addition only 24% of students were at or Above Benchmark in 2016 while 44% of students are currently reading at or Above Benchmark in grade 6.
- Grade 5 students entered North Park with only 12% of them assessing at a Benchmark or Above Benchmark level.

In Response to the Data:

- The data shows that students are improving their reading fluency, vocabulary and comprehension between 5th and 6th grade.
- Students that are reading Well Below Benchmark (Red) are Progress Monitored Weekly. Teachers use this data to create small groups.
- Instructional Coaches will print DIBELS Parent Reports at the conclusion of Middle of Year testing.
- RTI Walk-To groups (among 5th & 6th grade students) are being created utilizing all staff based on the MOY data to provide the appropriate instruction based on student needs.

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.

District Benchmark Assessments:

ELA:

ELA DBA #1						
Grade	# students tested	# students w/o data	% Level 4	% Level 3	% Level 2	% Level 1
Grade 5	42	1	2%	10%	7%	81%
Grade 6	54	1	0%	2%	4%	94%
Grade 7	54	1	7%	4%	17%	70%
Grade 8	66	0	5%	8%	17%	70%

The Data:

Grade 5:

- Students scored the highest with 41% proficiency on standard RI.5.2 (determine two or main ideas of the text: summarize the text).
- Students tested at 22% proficiency on both writing standards W.5.2 (write informative/explanatory texts) and W.5.9 (draw evidence from text to support analysis).
- Students tested at 22% proficiency on RL5.3 (compare and contrast two or more characters, settings or plot events).

Grade 6:

- Grade 6 had the lowest number of students² proficient on ELA DBA #1 (levels 3 & 4: 2%).
- Students tested at 25% proficiency on standard RL6.3 (how a story's plot unfolds and characters response to change).
- Students tested at 22% proficiency on both writing standards that were represented on the DBA: W.6.2 (write informative/explanatory text) and W.6.9 (draw evidence from text to support analysis).

Grade 7:

- One of the highest performing standards on the 7th Grade DBA was RI7.4 (determine the meanings of words and phrases). Students were at 44% proficiency on this standard.
- Students tested at 48% proficiency on writing standard W.9 (draw evidence from texts to support analysis). Students tested at 48% proficiency on writing standard W.7.3b (use narrative techniques to develop a story).

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.

- One of the lowest performing standards was RI7.8 (trace and evaluate the argument and specific claims in a text) with 36% proficiency.

Grade 8:

- Grade 8 had the highest number of students' proficient on DBA #1 (level 2 and level 3: 13%).
- Students scored 38% proficiency on writing standard 8.2 (write informative/explanatory text).
- Students performed the highest on RL8.1 (cite textual evidence that supports analysis of the text; drawing inferences) with 47% proficiency.
- Students performed the 2nd highest on RL8.3 (analyze various aspects of story elements) with 43%.

In Response to the Data:

Grade 5:

- Teachers are focusing on SUTW strategies to improve writing skills. Teachers will bring writing samples to Grade Level and Common Planning Meetings to complete the DDI process to look for specific deficiencies in writing skills and create action plans to address those skills. Teachers will reteach and create groups in response to the data.
- Teachers will explicitly teach and review the SUTW traffic light color coding strategy in their classrooms.
- Teachers will incorporate synthesizing skills (compare/contrast) within all content areas to increase student exposure and practice.

Grade 6:

- To address low performance on writing standards, teachers are focusing on SUTW strategies to improve writing skills. Teachers will continue to bring writing samples to Grade Level and Common Planning Meetings to complete the DDI process to look for specific deficiencies in writing skills and create action plans to address those skills.
- Teachers will explicitly teach and review the SUTW traffic light color coding strategy in their classrooms.
- Teachers will continue to utilize the Reading Department's NYS released question stems for RL6.3 to create both oral and written questions for students to answer within the upcoming Journeys' Units.

Grade 7:

- Teachers will continue to incorporate the Step Up to Writing vocabulary graphic organizers to reinforce academic vocabulary within all content areas.
- Teachers will continue to utilize word walls and encourage students to interact with them during classroom lessons.

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.

- During AIS (3 days/cycle) teachers will work in small groups to conference with students individually at each step of the writing process.

Grade 8:

- Social Studies teachers are using the NYS Social Studies Inquiry Toolkits which reinforce critical thinking skills and student writing.
- The ELA department will continue to analyze student data using the DDI process to identify gaps and deficiencies in writing skills. Action Plans will be created to address these gaps.
- Teachers will continue to incorporate close reading activities and plan lessons which include higher order thinking questions to promote student engagement and critical thinking skills.

Math:

Math DBA #1						
Grade	# students tested	# students w/o data	% Level 4	% Level 3	% Level 2	% Level 1
Grade 5	41	2	10%	7%	15%	68%
Grade 6	51	4	14%	14%	10%	63%
Grade 7	51	4	0%	4%	6%	90%
Grade 8	63	3	11%	5%	14%	70%

The Data:

Grade 5:

- Students were at 42% proficiency at 5.OA.1 (evaluating expressions with symbols).
- Students were at 47% proficiency at 5.OA.2 (write simple expressions that record calculations with numbers.)
- On Constructed Response question #13 (3 points) Standard 5NBT.3.b (comparing using place value) students were 56% proficient.
- 17% of students were proficient on DBA #1 (levels 3 & 4).

Grade 6:

- Grade 6 students had the highest proficiency with 28% (levels 3 & 4) and the lowest number of students at level 1 (63%).

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.

- Students were at 53% proficiency on 6.RP.1 (understand the concept of ratios and ratio language).
- Students were at 52% proficiency on 6.RP.3.c (find a percent of a quantity as a rate per 100).
- On constructed response (3 points) students scored the lowest on 6.RP.2 (understand the concept of a unit rate & use rate language) with 25% proficiency.

Grade 7:

- Grade 7 scored the lowest with 4% proficiency (levels 3 & 4) and 90% of students at level 1.
- On standard 7RP.1 (unit rates with ratios of fractions) of 8 possible points students scored 31% proficiency.
- On standard 7RP.3 (proportional relationships to solve multi-step ratio and percent problems) of 5 possible points students scored the lowest with 25%.
- On Constructed response question (3 points) 6.RP.2 (using rate language in the context of a ratio relationship) students scored the lowest with 25% proficiency.

Grade 8:

- Students scored the highest on 8.G.2 (sequence of rotations, reflections & translations) with 49% proficiency.
- Students were 40% proficient with 8EE.4 (perform operations with numbers expressed in scientific notation).
- One of the lowest standards at 33% proficiency was 8EE (expressions using power of 10).

In Response to the Data:

Grade 5:

- Teachers use Do Nows to spiral in place value skills. Lessons have been developed to review place value during Extended Learning Time (ELT).
- Teachers will continue to spiral in Do Now questions from Module 1 as they continue through the EngageNY Math modules.
- Teachers are re-assessing low performing standards from DBA #1 and creating small groups to re-teach.

Grade 6:

- Since students scored the lowest on constructed response the teachers have been reviewing the CUTES strategy (Circle key words, Underline the question, write a Target sentence, Evaluate and Solve) and focusing on students writing a target sentence to solve a word problem.

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.

- Teachers are utilizing 1:1 laptops to reinforce skills using Moby Max.
- The Grade 7 math curriculum includes ratios, therefore students will continue to practice this skill and be assessed. Because of this vertical alignment, teachers will collaborate to discuss the best strategies for addressing this weakness.

Grade 7:

- 7th Grade students are reviewing standards during AIS (3 days/cycle).
- Teachers are reinforcing annotation skills of word problems through modeling and re-teaching.
- Teachers are assigning RP standards on IXL during math lab (2 days/cycle). Teachers review IXL data to create small groups in the classroom.

Grade 8:

- Teachers are assigning EE standards on IXL during math lab (2 days/cycle).
- Teachers are using Do Nows in order to give students repeated exposure and practice of the lowest performing standards.
- Teachers are reinforcing annotation skills of word problems through modeling and re-teaching.

Science:

Science DBA #1						
Grade	# students tested	# students w/o data	% Level 4	% Level 3	% Level 2	% Level 1
Grade 6	50	5	8%	10%	26%	56%
Grade 7	54	1	7%	2%	11%	80%
Grade 8	62	4	3%	10%	19%	68%

The Data:

Grade 6:

- The Science DBA was constructed from released 8th grade NYS Science Assessment Questions.
- 6th Grade DBA addressed Standard 4: Life Science.
- In Key Idea 4 (The continuity of life is sustained through reproduction and development.) students were tested on 4 performance indicators. They achieved 40% proficiency in this standard.

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 Key Idea 5 (Organisms maintain a dynamic equilibrium that sustains life.) students were tested on 3 Performance Indicators and were 61% proficient.
- In Key Idea 7 (Human decisions and activities have had a profound impact on the physical and living environment.) students were tested on 4 Performance Indicators and were 44% proficient.

Grade 7:

- The Science DBA was constructed from released 8th grade NYS Science Assessment Questions.
- 7th Grade DBA addressed Standard 4: Physical Science.
- 7th grade had the least amount of students proficient (9%).
- In Key Idea 3 (Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.) 7 Performance Indicators were tested with 57% proficiency.
- In Key Idea 5 (Energy and matter interact through forces that result in changes in motion) 7 Performance Indicators were tested with a proficiency of 44%.

Grade 8:

- The Science DBA was constructed from released 8th grade NYS Science Assessment Questions.
- The 8th grade DBA addressed standard 4: Life Science.
- In Key Idea 1(Living things are both similar to and different from each other and from nonliving things) there were 9 Performance Indicators tested. Students were 51% proficient.
- In Key Idea 2 (Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring) 4 Performance Indicators were tested and students scored 41% proficiency.
- In Key Idea 4 (The continuity of life is sustained through reproduction and development.) 3 Performance Indicators were tested and students were 51% proficient.

In Response to the Data:

Grade 6:

- Some students struggled with the vocabulary on DBA #1. Teachers are focusing on teaching and reviewing academic vocabulary through the use of Step Up To Writing two-column notes.
- Teachers received new curriculum this year and received a full day of Pearson Science Textbook Training. During Common Planning Time teachers are collaboratively planning with their peers on how to access, plan and create daily lessons using these new materials.

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.

- Teachers will continue to use NYS Released exam questions from prior years to prepare students for the exam in 8th grade. This exam will cover curriculum from grades 5-8.
- ELA teachers also incorporate Reading for Information (RI) text in their instruction.

Grade 7:

- Teachers will continue to review NYS released questions from prior years in Physical Science.
- Teachers will participate in a DDI Cycle to identify standards that need to be retaught to the entire group as well as standards that teachers will review in small group.

Grade 8:

- Teachers will continue to review NYS released questions from prior years in Life Science.
- Teachers will continue to participate in a DDI Cycle to identify standards that need to be retaught whole group as well as standards that teachers will review in small groups.
- Teachers include experiments and hands-on activities that will prepare students for the Performance portion of the exam.

Social Studies:

Social Studies DBA #1						
Grade	# students tested	# students w/o data	% Level 4	% Level 3	% Level 2	% Level 1
Grade 7	50	4	10%	12%	6%	72%
Grade 8	61	5	13%	7%	8%	72%

The Data:

Grade 7:

- 22% of students were proficient (levels 3 & 4) on Social Studies DBA #1.
- Standard #1(History of US/NY) was tested the most with 16 multiple choice questions. Students were 41% proficient on this standard.
- Standard #3 (Geography) was tested 5 times. Students were 47% proficient on this standard.
- Standard #5 (Civics, Citizenship, & Government) was tested 3 times. Students performed the lowest on this standard with 39% proficiency.

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 8:

- 20% of students were proficient (levels 3 & 4) on Social Studies DBA #1.
- Standard #1(History of US/NY) was tested with 12 multiple choice questions. Students were 44% proficient on this standard.
- Standard #3 (Geography) was tested with 5 multiple choice questions. Students were 46% proficient on this standard.
- Standard #4 (Economics) was tested 5 times with 45% proficiency.
- Standard #5 (Civics, Citizenship, & Government) had 6 questions. Students had 37% proficiency.

In Response to the Data:

- Students in 7th grade outperformed 8th grade on Standard #3 (Geography) and Standard #5 (Civics, Citizenship, & Government).
- Teachers participated in a DDI to identify standards and skills that need to be retaught and to create student groups based on individual student performance for each of the standards tested.
- Teachers will continue to implement geography activities within weekly lessons.
- Both 7th & 8th grade teachers and ICT teachers will continue to re-teach in small groups Standard 5 (Civics, Citizenship & Government).

Writing Screener:

Step Up to Writing BOY						
Grade	# students tested	#/% students w/o data	% Level 4	% Level 3	% Level 2	% Level 1
Grade 5	40	3 = 10%	3%	7%	30%	50%
Grade 6	55	0	0%	22%	40%	38%
Grade 7	54	1 = 4%	4%	15%	35%	42%
Grade 8	63	3 = 5%	0%	13%	17%	65%

The Data:

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 7 had 19% proficient on Step Up to Writing BOY this year, but only 12% were proficient last year in grade 6.
- Grade 6 had the highest proficiency rate with 22% of students scoring a level 3.
- Grade 8 has 65% of students well below benchmark (level 1).

In Response to the Data:

- The 6th grade team continues to utilize Step Up to Writing Strategies to reinforce the writing process. The use of this district strategy resulted in an improvement in student writing from grades 6 to grade 7.
- All grade levels will continue to utilize Step Up to Writing strategies across all content areas to improve writing.
- Instructional Coaches have been working with Encore teachers at cyclical Encore meetings to reinforce Step Up to Writing Strategies, resulting in repeated exposure for students.
- Instructional Coaches provided Step Up to Writing Training for Teacher Aides that did not receive Professional Development on Superintendent’s Conference Day.
- Teachers bring samples of Step Up to Writing strategies (monthly strategy focus) to Grade level Meetings to share and discuss.
- All teachers participated in BOY norming using anchor papers and collaborative scoring of the assessment using the district provided rubric.
- A DDI was done at each grade level. Teachers used the district rubrics to determine which writing skills to focus on. They created Action Plans for both whole group and small group re-teaching.

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.

School Actions- Monitoring:

Weekly Data Walls:

- School leaders determined that many students were not aware of their progress in their core subjects until progress reports and report cards were sent home. Administrators and Instructional Coaches created a Weekly Data Chart that is updated each week with students’ grades in the core areas. Teachers update the chart each Sunday on Google docs with the students’ grades. The grades then correlate to colors (Blue 90-100, Green 80-89, Yellow 70-79 & Red 69 and lower). Each Monday morning Instructional Coaches print and post the charts in each hallway (Grade 5, Grade 6, Gen Ed Grades 7/8 & Special Ed Grades 7/8). Students can look at the chart, find their number and their color in each core subject. This has resulted in more students’ taking ownership of their own learning. This initiative has also fostered more communication between teachers and students in regards to their academic performance. Students can now use the weekly data to reach out to teachers to make-up assignments, get extra help and improve their grades.

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3C (Collaborative Coaching Conversations) Meetings:

- Collaborative Coaching Conversations (3C meetings) are a way for teachers, coaches, and administrators to communicate on a cyclical basis. Each teacher meets with an administrator and an instructional coach one day per cycle for 30 minutes. The topic of the 3C is printed in the Weekly Bulletin, which is sent to teachers each Monday morning. Topics that have been covered during 3C Meetings this year are: Grade books, Student failure rate (at the 5 and 10 week marks), Curriculum & Pacing, Daily Lesson Plans, Assessments and Assessment Data, Student Objectives, Parent Contacts, and Instructional and Engagement Strategies. Teacher feedback is also considered when identifying topics to meet their individual needs. 3C minutes are taken in GoogleDocs and shared with the teacher, administrator, and instructional coach. The expectations of staff creating action plans, small groups, or any other items teachers are required to do are monitored one on one during this sanctioned time.

Professional Development:

- It is imperative that staff are educated on effective teaching practices so they have the ability to deliver quality instruction to their students. The staff at North Park have received Professional Development during Summer Institute, Faculty Meetings, Grade Level Meetings, Encore Meetings as well as Professional Development that was offered by the district. During Summer Institute, teachers received training led by teachers leaders and administrators including: Teach Like A Champion, Using Data to Drive Instruction, Culturally and Linguistically Relevant Teaching, Block Scheduling, and technology integration (Google Docs, MyOn, Next Lesson, Teacher WebPages and eDoctrina). During Faculty Meetings teachers received training from the district Special Education School Improvement Specialist assigned to our building on Behavior Implementation Plans. During Grade Level and Encore Meetings teachers received training on Step Up Writing, Classroom Management and BIPs, Specially Designed Instruction (SDI), ENL, and 1:1 Technology (grades 5 & 6). Teachers have received district training on Step Up Writing, and Culturally and Linguistic Responsive Teaching) CLRT. In addition Instructional Coaches provided a ½ day Step Up to Writing training for all Teacher Assistants and Teacher Aides. Instructional Coaches continue to provide Professional Development to teachers on an as needed basis (determined based on tenure and observation results) during Grade Level Meetings, 3C Meetings, and Common Planning Times. (add alignment document- year at a glance)

Date Driven Inquiry (DDI):

- Since one of our Big Roars is “being a high functioning organization that uses data, feedback and strategy”, teachers participate in the Data Driven Inquiry process following each DBA and SUTW Assessment. Common Planning Time is used to complete the DDI process and to complete action plans. Teachers begin by identifying the standards and making predictions on student performance. Teachers look at various data reports from eDoctrina to look for specific

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.

strengths and weaknesses of their students' performance. Next inferences are made based on the observations that were made. Finally, teachers create action plans which identify the standards that need to be re-taught and the strategies they will use to reteach as well as creating small groups based on individual student needs. Teachers plan for when and how they will reassess and monitor student progress. Teachers include action plans in their weekly lesson plans binder so it is available for administration to review and provide feedback.

Common Planning Time:

- North Park's third Big Roar is "becoming an organization that exemplifies high Instructional Achievement for both students and staff". In order to provide support for collaborative planning the school administrator created a Common Planning period (45 minutes/cycle) for each grade and content area within the schedule this year. (Grade 5, Grade 6, Grade 7/8 ELA, Grade 7/8 Math, Grade 7/8 Social Studies and Grade 7/8 Science). All CPT meetings are grounded in Curriculum and Lesson Planning. Teachers, administrators and instructional coaches review curriculum & curriculum materials, collaborate on daily lesson plans, participate in collaborative scoring (SUTW benchmark assessments), review data, and create action plans. This year's schedule has also enabled ICT teachers time to participate in CPT for all the subjects they support.

Block Scheduling:

- In an effort to address all 3 Big Roars (building a Positive School Climate and Culture, Being a high functioning organization that uses data, feedback and strategy, and Becoming an organization that exemplifies high Instructional Achievement for both students and staff) administration created a schedule that allowed for students in grades 7 and 8 to receive 90 minute instructional blocks for all 4 core academic areas. This has increased time for implementing new strategies and providing differentiation for students. The 90 minute block also allows students to dig deeper into content, process their learning, and apply skills that have been taught. Decreasing transition time between classes has also increased instructional time within the classroom. Students in grades 5 and 6 also receive 20 minutes of recess daily as well as an additional special 5 days/cycle to provide additional time for teachers to meet and plan.

Student Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	89.4%	91%	90.88%	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of student attendance data (e.g., late/miss	<ul style="list-style-type: none"> • Attendance by Grade Level: 			

Student Attendance - Please complete the prompts/questions below.	
<p>first period, chronic absenteeism among certain students, grade levels, etc.).</p>	<ul style="list-style-type: none"> ▪ Grade 5 : 89.45% ▪ Grade 6: 89.16% ▪ Grade 7: 91.04% ▪ Grade 8: 93.20% <ul style="list-style-type: none"> • Attendance was abnormally low the week of January 2-January 5, 2017 due to it being the week following Winter Break and extremely cold temperatures. • Attendance has shown a trend of being slightly lower on Fridays. • Chronic absenteeism is highest in 5th grade with 31.91% (15 kids). • Severe Chronic absenteeism is also highest in 5th grade with 12.77% (6 kids). • Grade 8 has the highest attendance rate with 60.56% of students in the acceptable attendance range (43 students).
<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"> • There have been three attendance SAIG groups run by our School Counselor and Social Emotional Coordinator so far this year. 15 students have participated from various grade levels. • The Attendance Team consists of our School Counselor, Social Worker, our Social Emotional Coordinator, and our Family Support Specialist. The team meets one day per cycle. The team reviews attendance from the prior week and compares data from past weeks. After each grade level is reviewed participants discuss any letters or phone calls that have been sent home. If a student falls into the severe absenteeism category and progress has not been made the student is referred to the attendance teacher. • Attendance phone calls are made by the attendance team daily. Classroom teachers also call families when a student has been absent for several days. Teachers also refer students to the attendance team for follow-up or when unable to contact families. • The Attendance Teacher works with students and families that are in the severe category. She is responsible for putting a plan in place for students to improve attendance. • Our Social Worker, Assistant Principal and Family Support Specialist conduct home visits as needed. Approximately 75 homes have been visited this year. • There is a perfect attendance bulletin board in the front hallway that is updated each month. In addition the district gives a Monthly Attendance Award to a student (chosen randomly) • Our Say Yes Family Support Specialist provides support to families who have various needs such as clothing, household items, and any other essentials the family may require.

Teacher Attendance - Please complete the prompts/questions below.				
2017-18	Baseline (%)	2017-18 Target	Year to Date	

Teacher Attendance - Please complete the prompts/questions below.				
Average Daily Teacher Attendance Rate (%)	88%	94.7%	95.71%	
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"> As of December 8th our teacher attendance is 95.71% In September we started the school year with 3 teacher vacancies: English Language Arts Grades 7 & 8, Spanish Grade 8, and ENL Grades 5-8. There was not a certified ELA teacher for the 1st 6 weeks of this school year. The new 7th/8th grade ELA teacher started October 5th. North Park did not have a certified Spanish teacher for 8th grade. We acquired an itinerant French teacher who started November 16th. During the 1st two quarters of this school year North Park had a .2 ENL teacher. Our new 1.0 ENL teacher will begin on January 26th. Currently, our 7th grade Home & Careers teacher is out on a medical leave without a certified sub in that position. 			
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.	<ul style="list-style-type: none"> Each month the principal at North Park Academy personally delivers Perfect Attendance Award Certificates to teachers. Administration works diligently with Human Resources and District Department Heads to fill vacancies. The Spanish teacher was changed to a French teacher so students are able to receive World Language credit. 			

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 (#)	1,336	957	250	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<ul style="list-style-type: none"> Grade 8 has had the most students receiving Office Discipline Referrals this year with 40 students receiving ODRs followed by Grade 7 students with 29, Grade 5 with 15, and Grade 6 with 14. The total of ODR's year to date is 250. 99 Students (40%) total received ODRs with 242 Resolutions. Students who have had more than one ODR this year (repeat offenders) are as follows: Grade 5: 5, Grade 6: 9, Grade 7: 22, and Grade 8: 19. This school year the classroom is the location that has had the most incidents with 195 incidents and the hallway/staircase have had 31 incidents. 			

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.

	<ul style="list-style-type: none"> • The highest category of infractions has been defiance of authority/insubordination with 60, followed by classroom disruptions with 40 incidents. • Our Social Emotional Coordinator also goes into classrooms to provide 2nd Step Programming. • Our district Special Education School Improvement Specialist is providing a series of Professional Development to staff Grade level & Encore meetings on Classroom Management, de-escalation and Behavior Implementation Plans. Session 1: best practices regarding procedures and routines, Session 2: review of behavior matrix, classifying behaviors, and de-escalation Session 3: reading and implementing BIPS
<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"> • There are currently 49 students enrolled in Check In Check Out. <ul style="list-style-type: none"> ▪ Grade 5: 7 students ▪ Grade 6: 9 students ▪ Grade 7: 16 students ▪ Grade 8: 17 students • Each student assigned to Check In Check Out has a Check in Check Out mentor that they meet with in the morning and afternoon. During the day classroom teachers assign points to each student based on being positive, powerful, and productive (0-2 points each class period). When students earn 80% of their points for four consecutive weeks they graduate from Check in Check Out. • We have had 13 formal SST referrals. An SST referral occurs when a teacher, a parent, or administrator feels a student needs more support or additional interventions than what is available to all students at the universal levels, as well as individual supports/interventions. The process is initiated by an SST referral and depending of the level of need a support/intervention will be assigned or the referral will be given to an SST team facilitator, such as our Attendance Coordinator. Once the support is given the SST will monitor the student's progress and determine next steps within 4-6 weeks. • PBIS Panther Dollars are handed out as a reinforcement for positive and productive behavior by all North Park Staff. Panther Dollars can be used in the Panther Store to purchase school supplies and other items. Students also use their Panther Dollars to purchase quarterly incentive events. • Character Counts is taught daily by homeroom teachers each morning. The 6 Pillars of Character Counts are: Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship. Teachers have been provided with student workbooks to facilitate this learning. Our PBIS team also created and shared lesson plans with all teachers to use for the 1st month of school. Character Counts provided the school with signage to display around the school to promote the Character Counts Pillars. • Teachers also use Character Counts Shout Out forms to recognize specific students for exemplifying the pillars of character. The Shout Out is announced over the PA during morning announcements and the student's form is displayed on a bulletin board in the front hallway.

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.

	<ul style="list-style-type: none"> • In classrooms that have had a significant number of ODR's students have been placed on CICO and/or have BIPS/counseling/SAIG (groups). • The 5th Grade 8:1:1 classroom has a high number of ODRs. The School Psychologist has provided support, with small groups to support social and emotional well-being and anger management. • SAIG (Social and Academic Instructional Groups) have been formed. They are led by our School Counselor, Psychologist, and our Social Emotional Coordinator. The groups deal with Social Skills, Team Building, and Anger Management. In addition Second Step (social emotion learning program) and Bounce Back (for students who have experienced trauma) groups have also been formed. There have been 12 groups this year so far, and approximately 61 students have participated. In addition Second Step (social emotional support program) and Bounce Back (for students who have been affected by trauma) groups have also been formed which consist of all students from a specific classroom.
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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>	<ul style="list-style-type: none"> • The Extended Learning Time program consists of three components that build the framework: Academic Enrichment, Health & Wellness and Positive Youth Development. The program runs Monday through Friday, two hours a day. • Our Community Based Organization (CBO), Best Self assists with the elements of the framework that provide a supporting learning environment. • The program started this year on Wednesday, October 13th. The program runs Monday through Friday for two hours each day. • School registration forms were sent home with all students the first week of school. There is currently an active roster and a waiting list. When a student consistently stops attending (for various reasons) the next student on the waiting list is called. • The number of students enrolled in the after-school program is based on staff ratio (by grade level). • There are two blocks during the After-School Program. The first hour of the program is Academics and the 2nd hour is Enrichment. • Best Self is given 40 hours staffing/week. Some of the staff are North Park teachers and assistants while others come from other schools. It is a challenge to recruit certified teachers. Job sharing is allowed. • During the academic block teachers provide review and remediation. Common Core materials as well as technology programs such as IXL and MyOn are used during this portion of the program.

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.

- The Enrichment Block consists of Cooking Club, Arts and Crafts, Youth Court (provided by North Park staff & Best Self) as well as Jump Bunch, Computers for Children, and Buffalo Animal Adventures (outside vendors).
- Best Self also works with the Saturday Academy to bring in outside vendors such as Just Buffalo Literacy Center, Buffalo Animal Adventures, The Buffalo Zoo Mobile, Police Athletic League, Himalayan Institute, Arch Angels Chess and Engineering for Kids.

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.

ELT Attendance:

- There are currently 136 students enrolled in the ELT Program.
- The Average Daily Attendance is 73.43%.
 - Grade 5: 29 enrolled – 61.72%
 - Grade 6- 35 enrolled – 80.33%
 - Grade 7- 32 enrolled- 75.64%
 - Grade 8- 40 enrolled – 73.43%

**ELT Academic Data:
SUTW BOY Assessment**

	% Level 4	% Level 3	% Level 2	% Level 1
Grade 5 ELT	0%	0%	50%	39%
Grade 5 (non ELT)	3%	7%	30%	50%
Grade 6 ELT	0%	21%	39%	39%
Grade 6 (non ELT)	0%	22%	40%	38%
Grade 7 ELT	4%	13%	46%	37%
Grade 7 (non ELT)	4%	15%	35%	42%
Grade 8 ELT	0%	14%	23%	63%
Grade 8 (non ELT)	0%	13%	17%	65%

- Students attached to the ELT program tend to have better attendance, behavior and academic gains. However, at this time we have not seen evidence of this. It is clear that students enrolled in the ELT program need the academic support provided in the ELT program. We continue to look for methods to enhance our after school program so that we may better correlate the program to the school day.

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>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>	<ul style="list-style-type: none"> • All students are accepted in the after-school program. Special Education students are encouraged to attend if the staff can meet their needs. • Often teachers will refer students to the after school program if they believe they would benefit from the academic or social aspects of the program. • Common Core & NYS Modules are used during the after-school program. • Best Self meets with North Park Administration to make adjustments to program so the needs of the students and community are met.
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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.)*

	Key Strategies List the Key Strategy from your approved SIG Continuation Plan	Implementation Status 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.	Implementation of a curriculum that is aligned to the Common Core State Standards.	YELLOW	The DTSDE Review Committee recommended that “the school leaders and instructional coaches should ensure all teachers use a cohesive and comprehensive curriculum that is rigorous and aligned to the learning needs of all students. The alignment will require that the school move beyond the district curriculum to include district supported supplemental materials and create plans to address gaps and increase rigor for all students. In response to this recommendation administration and Instructional Coaches have provided training and support using modules, backwards maps, 10 week -instructional plans, utilizing technology, and- eDoctrina.
2.	Ensure collaboration and team meetings are data driven, and student performance data is used in collaborative groups to improve teaching and learning.	GREEN	To ensure that teachers are meeting and planning collaboratively, the administration has created a cohesive schedule which provides teachers at similar grade levels blocks of time when they are available to meet. In addition a Common Planning Time has been scheduled 1 day/cycle where content or grade level teams meet with to plan, look at assessment data, and collaborate on teaching strategies. IC provide support during GLMs CPTs and 3C meetings.
3.	A school-wide framework for academic, social-emotional and student support to the whole school population will be	YELLOW	This year our school has adopted the Character Counts program. Character Counts information is included in the <i>Office Discipline Referrals</i> section. Although we have adopted the initiative and implementation of the lessons have begun, it is yet to be evidenced in student behavior. Strategies being used to address the students’ social and emotional needs are outlined in the sections <i>Student Attendance</i> and <i>Office Discipline Referrals</i> .

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.)

	implemented with fidelity. Develop and sustain a safe and orderly school climate.		
4.	Extend learning time programming aligned to CCLS.	YELLOW	Students in the ELT Program receive academic support and remediation. The supports are aligned to the Common Core Learning Standards and district curriculum used during the school day.
5.	The school will encourage parent/family involvement in order to support student learning.	YELLOW	This year North Park has hosted 7 Academy Events. Teachers send monthly newsletters home, make phone calls, and send e-mails. Teachers track parent contacts in infinite Campus. However, because 97% of students do not live in the school community, transportation to school events and conferences is a barrier to parent participation. We currently do not have a School Based Management Team Parent Representative, however the administration is working to recruit one. With making the transition to becoming a Community School, 80% of our school population will live within 1.5 miles of the school.
6.	Partner organizations will be utilized to provide services critical to the implementation of the school design.	YELLOW	Best Self provides North Park Academy with the ELT program. In addition Best Self has secured programming for our Community Schools Saturday Academy Events. North Park Academy also partners with Say Yes and NSIP (SAMS)
7.	Use of Technology	YELLOW	<ul style="list-style-type: none"> • Grade 5 & 6 students received 1:1 laptops in late November. • Students have been utilizing Schoology, MyOn, and NextLesson (district programs) as well as IXL and Moby Max (teacher purchased programs) to reinforce, remediate and enrich concepts taught in class. They also use MicroSoft Programs such as Microsoft Word and power Point. • Students use laptops to access ThinkCentral textbook materials, complete assignments on Schoology, read using MyOn, complete activities on Next Lesson and create Word Documents and Power Points. • The School has secured an Instructional Technology Coach (part-time). • The ITC has supported students by facilitating lessons on setting up laptops and also Digital Citizenship. • The ITC has supported teachers by providing Professional Development (Using Schoology to create assignments and provide feedback to students)-during grade level meetings. In addition the ITC has worked with teachers one on one as requested. • Technology is currently being used in classrooms (grades 5 & 6) as well as in the Computer Lab for grades 5-8. • Staff uses Schoology Groups to access Grade Level Agendas and other materials.

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.
Salaries for professional staff-Code 15 :\$67,101 YTD - 39%	Green	Positions are filled and ELT is in session.
Purchased services-code 40—-\$6,900 YTD-100%	Green	All contracts are executed and encumbered.
Supplies/software-code 45--- \$1,874 YTD -79%	Green	A requisition has been completed for the remaining funds.
Travel expenses code 46--- \$376 YTD-37%	Green	Travel will be complete by February 1, 2018
Employee Benefits-code 80 - \$18,455 YTD – 31%	Green	Benefits are deduct at each pay period.
Indirect cost-code 90-\$0	Green	COMPLETED AT THE END OF THE PROJECT.

* Supporting fiscal documents should be available upon request.