

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

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Buffalo Public School	Arthur O. Eve School of Distinction # 61	140600010000		SIG:	Model: Transformation	Cohort: 7
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	Pk-4	NA	Total enrollment: 319 ELL %: 4 SWD%: 18		
Mrs. Parette U. Walker	July 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>The SIG grant is in operation at Arthur O. Eve School of Distinction # 61. The contracts for National Urban Alliance and Young Audiences of Western New York were approved with Socio-economic funding. The organizations are providing professional development, workshops, mentoring and demonstration lessons for administrators, teachers and support staff. Also, the Community Action Organization has begun to provide Extended Learning Time services for students in grades K-4. The implementation rate of many strategies are on target for this phase of the project.</p> <p>The Early Learning intervention and Transformation Model are used in implementing activities and learning opportunities for staff, students and families. The Butterfly focus represents the three rocks and instructional vision for teaching and learning at Arthur O. Eve School of Distinction # 61. It promotes literacy across all content areas using problem solving, critical thinking through arts enrichment and Data Driven instruction to promote student achievement. Students are provided with practical experiences in the classroom to develop their academic and creative minds.</p>				
Ms. Casandra Wright 716-816-3603 cwright@buffaloschools.org Mrs. Marianne Dixon 716-816-3024 mdixon@buffaloschools.org	Y					

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		<p>The implementation status of programs and services at School # 61 include:</p> <ul style="list-style-type: none"> • On November 14, 2017 an open house for The Gifted & Talent program was held at School # 61. Students in PK & K are testing for September 2018 enrollment in grades K & 1. Parents and students are attending informational sessions and participating in testing provided at School # 61. As of January 2018, 1 student has tested for the program. There are 9 students scheduled for testing on February 3, 2018. • A fulltime Psychologist and Social Worker were hired to address student social and emotional concerns in the building. They are meeting with students individually and conducting counseling groups to address social and emotional behaviors. As a result of the counseling groups, ODR's have dropped significantly since January 2017 (707). As of January 2018, there are 103 ODRs submitted into infinite campus. • An autism class for children in grade K has been implemented in September 2017. There are 6 children and 2 aides assisting the classroom teacher. Students are receiving social and emotional support from the school psychologist and social worker weekly. The team visits the classroom and use puppets to teach social skills. Children are making progress with following directions during assigned classroom activities. • Teachers and staff participated in a week long summer training with Young Audiences of Western New York. They learned about art enrichment practices to implement in their classrooms for all content areas per the socio-economic grant. The impact is evident in teacher observations, lesson plans, grade level meetings, common planning and conferences with teachers. • Character counts curriculum has been implemented in many classrooms. Student incidents have dropped significantly by 601. Teachers are using the curriculum in morning restorative circles to engage students socially and emotionally. The circles are engaging and focused on character development. Also, teachers have received trainings and workshops to improve student behaviors for all grade levels. As a result of the character counts curriculum and restorative practices, there has been a drop in student ODRs since the 2016-2017 school year. 	

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<ul style="list-style-type: none"> • A support math teacher has been hired to assist tiered 2 & 3 students not meeting benchmark. The teacher conducts small groups with students using math manipulatives and fluency charts to engage them in learning. Student progress is monitored using STAR Math and district benchmark assessments quarterly. • Teachers are receiving support from the literacy and math coaches during common planning, grade level and DDI meetings. Student work and teacher strategies are discussed during the meetings. Teachers are provided with best practices to be used with students not meeting benchmark in the 2017-2018 attachment B. In addition, the meetings provide coaches and teachers an opportunity to analyze, assess and adjust student groups. The impact can be observed by analyzing DIBELS, DBA's and STAR Math assessment scores. • The process for collecting data has changed in that now the data folders are being held in the DDI meeting room to allow for easy access for teachers to provide more efficient process to adjust to student groups. The data assist teachers in making informed decisions about student progress toward meeting benchmark as mentioned in the 2017-2018 attachment B. • Building Math Coach has trained teachers on the reporting features of STAR and how to use those to inform instruction and adjust student groups. Teachers are able to use data and make informed decisions about the progress of their students toward meeting benchmark as mentioned in the 2017-2018 attachment B. • In DDI meetings, teachers and coaches are analyzing weekly Journey's assessments to expand the variety of assessments used to inform instruction and adjust student groups. The impact is evident in meeting minutes and teacher observations that students are making progress in reading and vocabulary. <p>The above information has given Arthur O. Eve School of Distinction # 61 confidence that National Urban Alliance, Young Audiences of Western New York and Community Action Organization will continue to support teacher and student development. Teachers are implementing strategies learned from workshops in their lesson plans and classroom activities. During administrative walkthroughs, students are engaged and participating in classroom activities. There is evidence of teacher and student engagement posted in and around the classroom.</p>

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Key

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

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

1. METRICS

Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that <i>summarize</i> on-going and formative data used to address student needs and determine progress toward student achievement goals.	
Key Questions/Prompts	Analysis / Report Out
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	<p>The data collected from the DIBELS/BOY assessments is critical information for School # 61. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), is a performance indicator used to measure the likelihood of students being a proficient reader by grade 2. The assessment was designed to identify children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.</p> <p>Based upon DIBELS Beginning of Year (BOY) assessment compared to last year’s results, there was a decrease in all grade levels. As of January 12, 2018, two District Benchmark Assessments were administered in ELA. Also, there were two STAR Math assessments administered. The data helps administrators, teachers and support staff reflect on strategies and best practices to improve teaching and learning in the classroom. The information assists the school in making informed decisions about student achievement for all grade levels.</p> <p>As shown in the 2016-2017 and 2017-2018 data, there is a need to develop interventions that will have a positive impact on student achievement. NUA and YAWNY are aware of the results and are collaborating with School # 61 in addressing student and teacher development. Data Driven Inquiry (DDI) is completed in Grade Level Meetings with immediate interventions identified at the end of each session.</p>

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

New York State ELA/Math Assessment

2017 NYS ELA Assessment %			
GL	Level 2	Level 3	Level 4
3	20	15	2
4	32	7	5

2017 NYS Math Assessment %			
GL	Level 2	Level 3	Level 4
3	18	20	2
4	23	7	0

2017 NYS Science Assessment %			
Level 1	Level 2	Level 3	Level 4
17	32	39	12

3 Year Data Trend

ELA Proficiency (Level 3&4)		
Year	Gr3 %	Gr4%
2015	0	7
2016	15	0
2017	17	12

Math Proficiency (Level 3&4)		
Year	Gr3 %	Gr4%
2015	5	7
2016	4	17
2017	22	7

Science Proficiency (Level 3&4)	
Year	Gr3 %
2015	62
2016	54
2017	51

ELA- 2015 and 2016 cohort both decreased.

Math- 2015 and 2016 cohorts increased proficiency.

Science- There has been a decrease in each cohort.

2016-2017: Students at or above Benchmark

Grade	DIBELS BOY	ELA BOY
K	51%	N/A
1	45%	54%
2	47%	19%
3	29%	15%
4	28%	6%

2017-2018: Students at or above Benchmark

Grade	DIBELS BOY	ELA BOY	STAR Math BOY	STAR Math MOY
K	57%	N/A	N/A	N/A
1	49%	67%	32%	71%
2	49%	20%	18%	32%
3	44%	5%	25%	41%
4	28%	4%	23%	38%

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.

Performance Trends

- Students in Kindergarten scored the highest on the DIBELS BOY in 2016-2017 (51%) and 2017-2018 (57%). There was a 6 % growth for the two reporting school years.
- The 2016-2017 cohort for DIBELS BOY in grade 2 (47%) decreased in 2017-2018 (44%) by 3%. Also, students that were tested with ELA BOY decreased by 14 %.
- In 2016-2017 the cohort data for grade 3 (29%) decreased by 1% for the 2017-2018 (28%) school year. Also, students in the same cohort were tested with the ELA BOY assessment decreased by 11%.

During the 2016-2017 school year, students did not participate in the STAR Math assessments. The assessments were not implemented until after the reporting period. Students in kindergarten were not able to complete practice questions on the BOY assessment. The test is not normed for kindergarten students. School # 61 is awaiting norming for kindergarten to be completed by the district in order to provide a cut score for at/above benchmark level.

The ELA data indicates that students in grade 3 and 4 are not meeting the ELA benchmarks as indicated in the 2017-2018 attachment B. The performance trends suggest a need to differentiate instruction in ELA and Math. In addition, re-teaching standards that students have not mastered will assist develop their cognitive skills. This approach will address the needs of struggling learners in core content areas.

DBA #1 Math %				
GL	Level 1	Level 2	Level 3	Level 4
K	39	19	30	48
1	24	24	11	41
2	28	20	13	39
3	58	9	0	33
4	21	18	33	27

- Based on the data above, the standards listed below are focus standards, due to students showing the lowest proficiency in those areas:

Grade K- Classify objects into given categories; Decompose numbers less than or equal to 10 into pairs in more than one way

Grade 1- Understand the meaning of the equal sign and determine if equations involving +/- are true or false

Grade 2- Measure to determine how much longer one object is than another; Represent whole numbers as lengths on a number line

Grade 3- Measure and estimate liquid volumes

Grade 4- Multiply a whole number up to 4 digits by a one-digit whole number

- Students in grade 4 performed better on the multiple choice section compared to the extended response section.

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 in grade K had the lowest proficiency on an extended response question that prompted students to count objects (up to 20).

DBA #1 ELA %				
GL	Level 1	Level 2	Level 3	Level 4
1	16	14	22	48
2	64	15	11	11
3	78	17	5	0
4	88	6	3	3

- Based on the data above, the standards listed below are focus standards, due to students showing the lowest proficiency in those areas:

Grade 1- Identify words and phrases in stories or poems that suggest feelings

Grade 2- Identify the main purpose of a text; Explain how specific images contribute to and clarify a text; Distinguish long and short vowels when reading one-syllable words

Grade 3- Distinguish long and short vowels when reading one-syllable words; decode words with prefixes and suffixes; Use text features and search tools to locate information relevant to a given topic

Grade 4- Determine the meaning of words or phrases when used in a text; refer to details and examples when drawing inferences

- Grade 1 had the highest proficiency overall. Based on the Item Analysis more than 60% of the students had accurate answers on all multiple choice questions.
- Grades 3 and 4 have the lowest proficiency rates. Grade 3 has less students who performed at a level 1 compared to Grade 4.

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.

Based on the performance trends noted, the following strategies and interventions were implemented to ensure targets are met.

Teacher Support

A reading teacher and literacy coach were hired in the 2016-2017 school. The focus has been on student engagement, writing, reading and progress monitoring. Teachers attend weekly grade level and DDI meetings with the literacy coach. In addition, teachers are attending Saturday Professional Development trainings to develop strategies and learn about best practices to implement in the classroom. The literacy coach models best practices for teachers to be used in the classroom. The information discussed during teacher meetings are used to promote student achievement in and beyond the school setting. The reading teachers are supporting learning in the classroom. Data from the DBA results is used to create small groups of learners not meeting benchmarks.

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.

Parent support

- Parents were invited to attend ELA night to learn about strategies to improve student achievement. They were provided with best practices to improve reading, writing and comprehension skills at home. In addition, there is a Math night scheduled on March 14, 2018. Parents will become familiar with student benchmark assessments and strategies to improve comprehension and numeracy for all grade levels.
- The local community library signed up about 25 families for library cards. Students are using the library card to check out and read books for the Principal's reading club.
- Parent Network of Western New York has provided monthly workshops about addressing the needs of the whole child for parents and community members during the evening (4:30 pm-6:30 pm).

Student support

- June 2017, 350 books were given to students to read over the summer months.
- 50 students are participating in the Principal's reading club. They are responsible for reading books and providing a short summary.
- Students in K-4 grades will participate in a Spelling B contest on March 29, 2018. Parents will be provided with a list of Dolch and content vocabulary words to study with their child at home.
- Reading teachers pull out identified students in need of assistance for small group instruction.

Support/Training from Partnerships

The National Urban Alliance has begun to provide teachers with training and modeled best practices to improve student achievement. Teachers are learning about:

- A paradigm shift towards a focus on strengths which will reinvigorate educator's passion for teaching and belief in their ability to raise the intellectual achievement of their students.
- Differentiated instruction to address the academic, social and emotional needs of students of all learners.
- Using phonics to assist students in developing language acquisitions in reading and vocabulary.
- Implementation of graphic organizers to analyze reading passages and author's purpose.

On November 18, 2017, 25 teachers attended the NUA kickoff workshop. The high number of teachers attending the Saturday Professional Development has continued. As of January 2018, five teachers have begun to implement NUA strategies and practices in their classrooms. Student progress is monitored through DIBELS and DBAs and STAR Math assessment scores. The

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.

information is discussed during DDI and common planning meetings. Teachers collaborate and develop actions plans to improve student learning in their classrooms. The action plans are monitored by administrators and literacy coaches through walkthroughs and classroom observations.

In addition, YAWNY provided a summer enrichment program for teachers. Teachers were provided with the tools to integrate art in the curriculum at Arthur O. Eve School of Distinction # 61. They were provided with research based models and resources to be implemented in the classroom. Teachers have begun to engage students in the classroom using arts-infused lessons such as blackout poetry, Zine making and rhythm sticks. Students are engaged and learning about literacy and numeracy using an art lens. In addition, students have attended expeditions to Burchfield Penny at Shea’s Performing Arts Center, Kleinhans Albright Knox and Neglia Ballet.

School # 61 has contracted consultants using the Socio-economic grant to assist with teacher and student development. Teachers are receiving mentorships from consultants on Saturday’s and during the instructional day. Differentiated Instruction is modeled for teachers during Professional Development and in demo lessons. The mentors are providing support for teachers in and outside of the classroom. Teachers are provided with instructional resources and materials to be used in the classroom. For instance, teachers have been provided with books, thinking maps and templates to support teaching and learning in the classroom. The above actions were taken to ensure targets are met as mention in the 2017-2018 attachment B document.

Student Attendance - Please complete the prompts/questions below.

2017-18			
	Baseline (%)	2017-18 Target	Year to Date
Average Daily Student Attendance Rate (%)	88.2	91.0	91.76
Key Questions/Prompts	Analysis / Report Out		
Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).	<p>In comparison to 2016-2017 school year, attendance overall has improved by 2.26%.</p> <p>During the 2016-2017 school year, Kindergarten (1621) had the highest unauthorized absenteeism, and as they moved into grade 1 this year, the attendance has decreased by 1279. Overall, absenteeism has dropped in all grades (PK-4) for the past two school years. Since the 2016-2017 school year, student attendance has improved in all grades. As of January 19, 2018, School # 61 has exceeded its target for student attendance by .76 %. With continual support from administration, attendance teacher and classroom teachers it is expected that this trend will continue and there will be less severely absent students in grade 1 as of the 2017-2018 school year.</p>		

Student Attendance - Please complete the prompts/questions below.

Student Attendance Chart

Grade	2016-2017		2017-2018	
	Unauthorized	Authorized	Unauthorized	Authorized
PK	731	19	410	0
K	1621	87	342	19
1	853	69	514	26
2	808	153	324	5
3	875	54	385	15
4	601	185	175	1
Total	5,489	567	2,150	66

Steps to improve attendance

- An administrator greets parents and students at the front entrance during the morning and dismissal. Also, the building principal developed an attendance letter to be distributed to parents and community members. The letter provides updates about attendance procedures and routines to be followed.
- The attendance teacher has been reaching out to parents and conducting home visits of students with high absenteeism. After conducting home visits, parent meetings and telephone calls a monthly report is generated and shared with the building administration.
- Students in Pk-4 participate in monthly (2) field trips and in-school art programs.
- Students are receiving attendance quarterly incentives for attending school daily. Such as video games, board games, and presented with certificates during awards quarterly assemblies. Parents are invited to attend the awards assemblies with their children.
- 15 teachers are using class dojo and phone calls to communicate with parents about expectations and behaviors.
- The building Principal has acknowledged students during morning announcements (birthdays, special celebrations).
- During PTO meetings, parents are informed about the importance of student attendance and its impact on student academic achievement.
- Many teachers have received cultural relevance training from the district and are prepared to speak with multicultural families about the importance of students attending school daily.
- Teachers are reminded during faculty meetings about the importance of student attendance. The attendance teacher reaches out to classroom teachers with excessive unauthorized absenteeism.

Student Attendance - Please complete the prompts/questions below.	
	The above strategies and practices had a positive impact on student attendance from 2016 through present. Students are excited about attending school and participating in cultural and arts enrichment programs at school. The arts program has been a critical factor in improving student attendance in all grades. After attending cultural field trips, students are required to complete exit tickets and assignments with their classroom teacher. The assignments provide a snapshot of student interest in the cultural activities. At school # 61, student attendance is on target for meeting the benchmark provided in the 2017-2018 attachment B.
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 building administrators attend meetings with the attendance teacher and faculty to discuss student attendance. Many student absences are authorized. Parents do not send absence notes with their child to school. Parents are reminded about attendance protocols during assemblies and school performances.</p> <p>During the current school year, weather conditions have impacted student attendance. Buffalo has experienced below freezing, snow and icy weather conditions. Some parents have not been able to provide transportation for children to attend school. Also, the weather conditions have prevented parents and children from waiting at the bus stop. Many of the school buses have been delayed by the weather conditions and traffic. This has delayed school buses from arriving at the bus stop and school on time. Thus, attendance meetings are conducted monthly to ensure attendance protocols and procedures are followed. Teachers and support staff are reminded to check student backpacks for parent letters and doctor's notes. During morning announcements teachers are reminded to review student attendance procedures. The documents are submitted daily to the school clerk for processing. Student attendance is logged into infinite campus. As of January 2018, School # 61 is on track for meeting benchmark provided in the 2017-2018 attachment B document.</p>

Teacher Attendance - Please complete the prompts/questions below.				
2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)	94.9%	95.0%	90.17	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	<p>A support math teacher has been on maternity leave since November 2017. It is anticipated that she will return in March 2018. The math and literacy coaches are providing teacher and student support in all grade levels. Teachers are provided with professional development, district workshops and trainings to ensure instructional needs are met. The PE teacher is out on maternity leave until February 2018. A certified substitute teacher is in place and providing PE instruction.</p> <p>After a careful review of the teacher attendance report, the theater teacher was placed on administrative leave for 24 days. At this time, the theater teacher is no longer employed at Arthur O. Eve School of Distinction # 61. As of September 21, 2017, a certified theater teacher has been hired to provide instruction. Also, there was a 3rd grade special education teacher on maternity leave from September through December 2017. A certified teacher was in place to instruct students in special education. As of January 2018, the special education teacher on maternity leave has returned back to the classroom.</p>			

Teacher Attendance - Please complete the prompts/questions below.	
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Teachers receive recognition (birthday greetings, participation in school related activities) from administration during morning announcements, newsletter and during faculty meetings. They are commended for attending work and assisting students toward meeting their required benchmarks. Also, teachers are acknowledged in morning bulletins and over the PA system. It is anticipated that teacher attendance will continue to improve at Arthur O. Eve School of Distinction # 61 and have a positive impact on student achievement.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Building administrators meet with teachers and discuss attendance concerns. Teachers are informed about the importance of coming to work daily and its impact on student achievement. • Teachers with chronic absenteeism are scheduled for an administrative meeting with an administrator. An action plan is developed with the teacher during the meeting to improve attendance patterns. The plan is assessed by the administrator monthly to ensure teachers are coming to work. <p>The above interventions are in place to ensure targets are met as outlined in the 2017-2018 attachment B.</p>

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.			
2017-18	Baseline (#)	2017-18 Target	Year to Date
Office Discipline Referrals (#)	687	650	103
Key Questions/Prompts	Analysis / Report Out		
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<p>Since September 2017, the highest number of Office Discipline Referrals occurred in grade 1. Also, grade 1 has the highest unauthorized absenteeism in the building. In addition, there are 28 students with disabilities in grade 1. The students with multiple referrals are waiting to be placed into a more restrictive classroom setting. There is a pattern of incidents for students with disabilities in grade 01. Some of the incidents (fighting) are occurring in the classroom. The administration and Student Support Team mediate students. Parents are contacted about the incidents and reminded about expectations and appropriate behavior in school.</p> <ul style="list-style-type: none"> • Grade 01 had the highest (50) ODRs • Kindergarten had the second highest ODRs (21) • Grade 04 had 14 reported incidents • Grade 03 had 12 reported ODRs • Grade 02 had the lowest ODRs (6) reported <p>There has been a high number of students with disabilities suspended in previous years. Since March 2017, there has been a special education consultant from New York State Department of Education conducting workshops, observations and meetings with teachers to review Individual Education Plans, Functional Behavior Assessments/Behavior Intervention Plan. Also, the administration and SST have conducted guidance meetings with students and parents to review expectations and IEPs. Parents are familiar with the school discipline code of conduct and expectations. In the classrooms behavior expectations routines and best practices are posted. Students are reminded verbally daily about appropriate steps and procedures to follow in school. This process has decreased out of school suspensions.</p> <p>Since January 2017 (707), there has been a 601 decrease in ODR's at School # 61. This indicates that students are responding to Character Counts Curriculum, full time Social Worker and Psychologist and interactive arts programs and curriculum. In addition, the in Professional Development provided by NUA, YAWNY and CAO partnerships.</p> <p><u>Support for Classroom Teachers</u></p> <ul style="list-style-type: none"> • New York State Department of Education Division of Special Educations meet with special education teachers to review Individual Education Plans, Functional Behavior Assessments/Behavior Intervention Plan and counseling services for students with disabilities. • Administrators monitor lesson plans to ensure that activities are engaging and contributes to student achievement. 		

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.

- Representatives from character count meet with teachers during faculty meetings and common planning to review curriculum and its impact on student behavior. The character counts curriculum has been implemented in all classrooms. Teachers are given 15 minutes daily to conduct restorative circles in the classroom.
- Administrators and SST conduct classroom visits and observe student behaviors periodically.
- Administrators support teachers by attending periodic parent meetings.
- Students participate in counseling groups with the social worker and guidance counselor. Also, the counseling team schedule social skills trainings with students periodically during the month.
- Students are assigned lunch detention for inappropriate behaviors in the classroom.
- Students are acknowledged and receive certificates for most improved behavior during quarterly assemblies.

Next Steps

- Conduct student and faculty focus groups to gain a deeper understanding about school tone. This process captures the voices and perspectives of teachers and students at school # 61. The information provided can assist school #61 in modifying activities to address the overall needs of both students and adults.

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.

Arthur O. Eve School of Distinction has implemented new strategies and practices to improve social-emotional developmental health for students than in previous years.

- A full time school psychologist and social worker were hired to aid in behavior management for students. Social work interns will assist in developing curriculum and materials to be used in small groups.
- Character Counts! curriculum has been implemented in all classrooms to assist students with their social and emotional development. Time is provided at the beginning of each day for community building, restorative circles and using the Character Counts! materials. Teachers will use the curriculum to engage students in positive dialogue and character building.
- Students are attending field trips and participating in arts enrichment programs at school and in the community. Many of the arts enrichment activities offer opportunities for all students beyond school and in the community. Students do not want to miss out on the learning opportunities provided through the arts program and activities.
- Teachers are provided with a follow up during grade level meetings about additional assistance needed for tier 2 & 3.
- The SST team has implemented a check-in/check-out plan to review student behavior.
- The SST share out minutes from the Character Counts! /MTSS-B team meetings about upcoming events and resources at monthly meetings to improve social-emotional developmental health for students.
- There are guidance conferences in lieu of out of school suspensions.
- The Parent Network has provided de-escalation training and information sessions for parents. This approach has provided parents with take home strategies to be implemented in their homes and community.
- Parent buy-in has increased for the annual winter concert from 42 (2016) to 72 (2017). They are interested in attending school related events whenever possible.

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.

The above practices were implemented to improve the social-emotional behaviors of students. The SST and teachers meet monthly to review the above practices used in the school. During the meeting, staff members are able to share their concerns and impact of character building activities on school tone. In addition, parents are informed about the impact of the above practices during SBMT meetings. It is projected that this target is on track of meeting its benchmark as mentioned in attachment B.

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

Key Questions/Prompts	Analysis / Report Out
<p>Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs?</p>	<p>The District ELT program consists of three components that build the framework, Academic Enrichment, Health & Wellness and Positive Youth Development. The program runs Monday through Friday, two hours per day. The district's ELT curriculum has been implemented in the school. Community Action Organization (CAO) has partnered with Arthur O. Eve School of Distinction # 61 to assist with the elements of the framework that provide a supporting learning environment. The ELT program is staffed by teachers employed at Arthur O. Eve School of Distinction # 61 via SIG. CAO provides youth counselors and a program coordinator to assist in implementing academic and enrichment services for students attending the program.</p> <p>The CAO provided an outline of specific workshops and trainings to address Health & Wellness and youth development at Arthur O. Eve School of Distinction # 61. Some of the enrichment programs include: Dance, Zumba, Buffalo Animal Adventure, Canisius College Science and Zandra Healthy Living classes. The building administrator reviews student attendance data, conducts classroom walkthroughs and meet with the CAO coordinator. This process holds the community partner accountable for services provided in the contract.</p> <p>CAO provided a field trip to view the Lion King's stage performance with students, teachers and community members. Some of the actors from the play have made a commitment to a planned extension of learning offered by the production company. Actors would return to Buffalo and assist students at Arthur O. Eve School of Distinction # 61 to learn about acting fundamentals at Shea's Performing Arts Center. This is a wonderful invitation for students to learn and develop their creative minds and talents.</p> <p>Students attending the ELT program were recommended by classroom teachers and staff. Thus, scores from district benchmark assessments were used to recruit students. Classroom teachers are provided with planning time to assess, review and progress monitor student data. The information collected during the planning sessions is shared during DDI and grade level meetings. ELT and teachers in the day program collaborate and discuss strategies to be used that would improve student achievement. Also, this information is shared with classroom teachers, reading and math specialist. An action plan was designed and implemented in the classrooms of students not meeting yearly benchmarks targets in core content areas.</p>

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

	<p>The Principal and CAO program coordinator meet regularly to discuss program activities and their alignment to Common Core Learning Standards to ensure it is meeting student needs. In addition, the administration meet with faculty and support staff members monthly to review expectations and impact of the program. The building administrator will continue to monitor the progress of ELT program to ensure targets are being met.</p>
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as trends in progress noted through analysis of data.</p>	<p>Arthur O. Eve School of Distinction # 61 follows the Buffalo Public School ELT curriculum. Assessments are scheduled by building administrator and the afterschool coordinator. The impact of the ELT program is measured by DBA, STAR Math, Journey’s assessments and teacher observations. The data has assisted in identifying students below, meeting and exceeding benchmark scores. Currently, the literacy and math coaches will share ELT data during DDI and grade level meetings with teachers the first week of February when DBA #2 and MOY DIBELS data has been uploaded to e-doctrina. This approach provides teachers multiple opportunities to review student work and develop plans to improve student achievement in all grade levels.</p>
<p>What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p><u>Program Challenges</u></p> <p>Students have been recommended by classroom teachers to attend the afterschool program. It provides academic enrichment, remediation and positive youth development for students. The afterschool application requires parents to submit financial and demographic information that some are unwilling to share with the provider. For instance, parents are expected to submit social security numbers and information about each member in the household. Parents are resistant to sharing the demographics of their households with CAO. As a result, many of the afterschool applications are incomplete and students are unable to enroll in the program.</p> <p>As of January 2018, there are 43 students with mixed abilities attending the ELT program. Students are invited regularly to sign-up for the afterschool program. Some of the data will be collected from DBA, STAR Math, and Journey’s assessments to recommend students in the ELT program. It is projected that this approach will have a positive impact on recruitment of students.</p>

2. PROJECT PLAN IMPLEMENTATION

<i>Key Strategies</i> - 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.)		
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. Gifted & Talented Program	Y	<p>The Gifted & Talent (GT) program for students in grade K has been initiated at School # 61. A certified GT teacher has been found and is participating in the development of the program. NUA is assisting with the development of curriculum, teacher development and resources.</p> <p>Students enrolled in the GT program will learn Higher Order Thinking Skills (HOTS) and creative thinking skills. The program is designed to merge academic rigor and relevance with creativity and social responsibility in a safe learning environment. Students will learn about brainstorming using Blooms Taxonomy. This approach will be fostered through investigative methods.</p> <p>Parents and prospective students are attending informational sessions and learning about program offerings. There was one open house meeting held on November 14, 2017. Currently one student has tested for the GT program at School # 61.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Children accepted into the program will be sent information about new student orientation and schedule a tour of the building.
2. National Urban Alliance (NUA)	G	<p>As a school focused on arts and gifted education, P.S. 61 finds a natural partner in NUA. NUA is grounded in the belief that all students benefit from “gifted education,” in that NUA believes and practices that:</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.)

- Intelligence is modifiable
- All students’ benefit from a focus on high intellectual performance.
- Learning is influenced by the interaction of Culture, Language, and Cognition

The NUA Professional Learning is designed to guide and empower educators to teach all students to achieve their fullest intellectual and social potential in order to become life-long, global learners and contributing members of society. Objectives to meet this goal include:

- orientation to the *Pedagogy of Confidence*®’s “gifted education” philosophy of eliciting high intellectual performances through High Operational Practices™ that identify strengths and nurture gifted behaviors from all students;
- cognitive strategies aimed at high levels of thinking that mediate engagement, investment and accelerated learning.

National Urban Alliance contract has been approved during the current reporting period to assist with teacher development and mentoring. Yvette Jackson, author of the *Pedagogy of Confidence* kicked off the school’s partnership with a complementary full day introduction to the *Pedagogy of Confidence* in November, 2017. The entire staff at #61 attended this professional development. To date, 5/25 teachers have begun to implement

- Teachers are learning that a paradigm shift towards a focus on strengths will reinvigorate educator’s passion for teaching and belief in their ability to raise the intellectual achievement of their students.
- Teachers are attending Saturday workshops and learning about strategies to engage students in reading, writing, vocabulary and comprehension skills. The strategies are modeled by the consultants and shared with teachers at school # 61. In addition, teachers are provided with strategies and best practices that are culturally proficient and evidence based.

NUA has renewed the energy of teachers and staff. The workshops and training are designed to provide teachers with a deeper understanding about themselves and students in their classroom. The information shared during the meetings provides teachers with skills needed to appropriately engage all students in school using culturally proficient evidence based practices. NUA is scheduled to return for an additional 3 days of large group full day Saturday sessions and weekly mentoring sessions to hone teacher practices so that 25/25 teachers become comfortable and confident in implementing the *Pedagogy of Confidence* into their daily lessons. NUA also has a partnership with Canisius College’s Center for Urban Education. Professors and education students from Canisius work hand in hand with teachers and students. School administration monitors implementation via classroom walkthroughs and observations.

Next Steps

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"> 5/25 teachers are implementing tools learned from the professional development, modeling and demonstration lessons in the classroom to improve instruction. NUA mentors are scheduled to visit the school to provide weekly one on one support until the end of the school year to ensure confidence with delivery of instructional methods with all staff.
3.	Arts Infusion into Content Areas	G	<p>The focus of the school’s Socioeconomic Integration Grant, which complements the School Improvement Grant has two interconnected goals: (1) To strengthen the integration of standards-based arts instruction within other academic content areas; and (2) To strengthen standards-based arts instruction by infusing critical thinking into all aspects of instruction and assessment, which will advance the education of the whole student, specifically in regard to math and reading performance.</p> <p>Young Audiences of Western New York (YAWNY), a group of professional artists, committed to their craft, and using it as a tool for creative learning, is our primary partner who provides teacher professional development and on-site music, multi-media arts, theater, and dance, visual and literary arts in collaboration with classroom teachers. YAWNY presented 5 days of professional development in August, 2017, introducing arts integration across the curriculum. Consultants are meeting with faculty and staff members at School # 61. is providing workshops and training for teachers that would make the arts a part of young people’s lives in order to enhance their development as creative and productive human beings. The consultants are. Art forms include:</p> <p>Teachers at School # 61 are learning about different styles for integrating arts into the school curriculum. For instance, teachers are learning about using art as a lens for teaching core content areas in the classroom. The trainings are creating meaningful connections between artists and teachers at School # 61. Teachers are learning new practices and approaches for integrating arts into the school curricula.</p> <p><u>Next Steps</u></p> <p>YAWNY will work with students, staff and families to continue arts integration by:</p> <ul style="list-style-type: none"> Developing Math and movement workshops for teachers in all grades. Create workshops for students in Pk and K. Assist in coordinating hands-on workshops with students and families during fun day. Potential afterschool program for the 2018-2019 school year.

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.)

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3. BUDGET/FISCAL

<u>Budget Analysis</u>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures *** Expenditures are from July 2017 – December 2017 [SIG DO18]	Status(R/Y/G)	If expenditures from the approved 16-17 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 QR#3.
Salaries for professional staff-Code 15 \$294,511 YTD \$71,646 24% @ QTR ENDING 12/31/17	Green	The guidance counselor position was not filled. Funds will be reallocated.
Salaries for Support Staff- code 16 \$29,654 YTD \$7,588 26% @ QTR ENDING 12/31/17	Green	Positions are filled
Purchased services-code 40 \$12,500 YTD 12,000 96% @ QTR ENDING 12/31/17	Green	DTSDE Review has been scheduled
Purchased services-code 45 \$2,191 YTD \$617 28% @ QTR ENDING 12/31/17	Green	Unspent funds will be reallocated.

Travel expenses-code 46 BUDGET \$ZERO YTD ZERO 0% @ QTR ENDING 12/31/17	NA	NA
Employee Benefits-code 80 \$147,053 YTD \$28,577 19% @ QTR ENDING 12/31/17	Green	Expended per BPS schedule.
Indirect cost-code 90-		COMPLETED AT THE END OF THE PROJECT.

* Supporting fiscal documents should be available upon request.