

**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	Bennett Park Montessori Center #32	140600010122		SIG:	Model: Transformation	Cohort: 7
School Principal		Grade Configuration	High School Graduation Rate	Enrollment		
Name	Date of Appointment	3Y-8 <sup>th</sup>	N/A	Total enrollment: 834 ELL %: 1% SWD%: 21%		
Marianna Cecchini	October 2016					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	Based on the analysis of our SIG implementation for this reporting period, it is evident that we are making strides in the areas of providing and monitoring professional development, literacy instruction, data driven instruction and backwards curriculum planning. Bennett Park Montessori Center is actively implementing and monitoring key strategies from the SIG continuation plan as evident by school wide data such as improvement in writing scores, high school-wide usage of MyOn online library, DIBELS beginning of year scores and increase school-wide proficiency on both the NYS ELA Assessment and NYS Math Assessment from the previous year. In December of 2017, the Outside Educational Expert (OEE) recommended several improvements during the DTSDE review. To address these recommendations, we have adjusted various strategies, which are explained below. One recommendation was “student goal setting”. To address this recommendation, we implemented teacher 1:1 data meetings that occur with administrators each month to review classroom data and talk about instruction in response to current student data. Teachers have begun setting goals with students using this data as well. We also had embedded Professional Development for classroom teachers on the Data Driven Inquiry Process through our partnership with WestEd. The training strengthened our DDI process and has led to robust teacher conversations around student expectations and re-teaching strategies.				
Mary Jo Conrad, Associate Superintendent (716) 816-3552 MConrad@buffaloschools.org	Yellow					

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<p>Additional recommendations made were to “strengthen student engagement” and “increase the rigor in the classrooms”. To begin to address these needs, we offered Professional Development to our staff on Academic Conversations, Depth of Knowledge, and student engagement. We have dedicated professional development to backward planning in the new science curriculum and the math curriculum, with an alignment to Montessori complex materials. A recommendation in DTSDE Tenet 5 (Social and Emotional Development) was made to have the Student Support Team be more proactive. To address this recommendation, we assigned an administrator, with a strong Special Education background, to oversee the Student Support Team. Additionally, we created a first responder list, using the School Administrator Manager (SAMs) training. This enables the SST team to have scheduled time as a first responder and dedicated time for Social Academic Intervention Groups (SAIG), informal lunch bunches and time for paperwork required for Special Education committee reviews. Finally, the OEE recommended that we “explain the developmental shifts in a multi-ages setting to our parents”. In response to this, the parent group decided to create a new website that fully embodies the Montessori philosophy and assists the community with increasing their understanding of the framework of our school. The website is aesthetically-pleasing and a great resource to new and existing parents. A compilation of our SIG key strategies, school data, district-curriculum alignment and DTSDE suggestions are all resources being used to improve Bennett Park Montessori Center.</p>

**Key**

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

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

## 1. METRICS

**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																														
<p>Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).</p>	<p><b>Evidence:</b></p> <p><b>DIBELS Screening Results-Beginning of Year (BOY) compared to district-BOY</b></p> <table border="1" data-bbox="493 690 1444 1019"> <thead> <tr> <th>DIBELS BOY</th> <th>BPMC (% BENCHMARK &amp; ABOVE )</th> <th>DISTRICT (% BENCHMARK &amp; ABOVE )</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>1</td> <td>72</td> <td>52</td> </tr> <tr> <td>2</td> <td>37</td> <td>32</td> </tr> <tr> <td>3</td> <td>51</td> <td>45</td> </tr> <tr> <td>4</td> <td>37</td> <td>42</td> </tr> <tr> <td>5</td> <td>38</td> <td>33</td> </tr> <tr> <td>6</td> <td>64</td> <td>56</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Grades 1, 3 and 6 have the highest performance percentages.</li> <li>• Montessori student DIBELS scores outperformed the District scores in every grade level, with the exception of grade 4.</li> </ul> <p><b>Step Up To Writing (SUTW) BOY District Benchmark Assessment (DBA)-</b> was given to all students K-8. The following reflects the beginning of the year strength in writing at each grade level as measured by Level 2- basic, level 3-proficient and Level 4-exceeds proficiency.</p> <table border="1" data-bbox="493 1226 1129 1442"> <thead> <tr> <th>Writing Screener DBA 1-</th> <th>Level 2,3 and 4 combined (% basic, proficient and exceeds proficient)</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>54%</td> </tr> <tr> <td>1</td> <td>77%</td> </tr> </tbody> </table>	DIBELS BOY	BPMC (% BENCHMARK & ABOVE )	DISTRICT (% BENCHMARK & ABOVE )	K	N/A	N/A	1	72	52	2	37	32	3	51	45	4	37	42	5	38	33	6	64	56	Writing Screener DBA 1-	Level 2,3 and 4 combined (% basic, proficient and exceeds proficient)	K	54%	1	77%
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**Academic Achievement** - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that *summarize* on-going and formative data used to address student needs and determine progress toward student achievement goals.

2	60%
3	60%
4	60%
5	51%
6	62%
7	47%
8	66%

- Grade 1 has the highest percentage of students receiving a level 2, 3, or 4.
- Grade K and grade 5 have the lowest percentage of students receiving a level 2, 3, or 4.

**English Language Arts DBA 1-** This year the first ELA DBA was closely coupled to the end of year New York State Assessments. The DBA questions mirrored the released questions from the NYS ELA 2016 Book 2. The students took this assessment, which measures end of year mastery, in October. Considering the rigor needed for these skills as an end of year summative assessment, grades 3-8 students at BPMC scored level 2, 3 or 4 indicating partial and partially proficient to exceeding proficiency as follows:

DBA 1- Book 2 2016 NYS ELA M/C and constructed response questions	Level 2,3 and 4 combined (partially proficient, proficient and exceeds proficient)
3	25%
4	14%
5	23%
6	49%
7	13%
8	30%

- Grade 8 students received the highest rates of level 2, 3, and 4.
- Grade 4 and 7 students received the lowest rates of level 2, 3, and 4.

**Math End of Module DBA 1-** the students completed the first DBA in December. The chart reflects the combined Level 3 and 4 scores-proficient and exceeds proficient for all grades:

Math End of Module DBA 1	LEVEL 3 AND 4 COMBINED
K	73%
1	47%

**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.

2	36%
3	37%
4	21%
5	18%
6	35%
7	4%
8	10%

- Grade K students received the highest proficiency rates.
- Grade 7 and 8 received the lowest proficiency rates.

**2017 NYS Assessment Data**

Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	11	4	5	8	11	0
2016	11	9	3	2	2	2
2017	8	15	9	4	4	0

- NYS 2017 Math Assessment Grades 3-8- The school increased proficiency overall in levels 3 and 4 for state Math assessments by 2% from the 2015-2016 school year.
- All student cohorts have increased or maintained their proficiency from 2016 to 2017 with the exception of the 2017 grade 8 cohort of students.

Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	16	11	4	6	14	8
2016	27	23	6	9	2	6
2017	11	27	15	5	6	2

- NYS 2017 ELA Assessment Grades 3-8- The school increased proficiency overall in levels 3 and 4 for state ELA assessments by 1% from the 2015-2016 school year.

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

- 2017 grade 5 and grade 7 students are areas of focus due to the decrease in proficiency from 2016 to 2017.

Science Proficiency (Level 3 and 4)		
Year	Gr4	Gr8
2015	46	17
2016	61	21
2017	67	19

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.

**Teacher Training:**

- **Depth of Knowledge (DoK)** training was provided to teachers after school by WestEd during December 2017. The training was held after school, with 14 teachers who attended. WestEd has professional development planned during February that will address how to use DoK to increase rigor when planning and how to effectively design student learning activities. We know that when teachers design lessons that have students engaging at higher levels of rigor, student achievement will increase. We are advertising this training early, which complements all grades and subjects. Administrators will monitor implementation of this PD in classrooms.
- **Data Driven Inquiry Process** – In an effort to have grade level teams using data to make instructional decisions for re-teaching and student mastery, WestEd facilitated job embedded PD during early October to Grade Level Teams on the DDI cycle. Grade level team meetings have been utilized to practice the DDI cycle, with the assistance of teacher leaders and the instructional coach and building math teacher. Action plans are being created to plan the re-teach of the most necessary skills within power standards based on both the data and NYS item analysis trend maps. Grade level teams will continue to practice the DDI cycle based on the power standards in ELA and math using DBA data. We will begin to use the DDI cycle more frequently through accessing classroom data to create action plans and analyze the effects of the intervention then adjust the steps faster. In February, the WestEd consultant will return to observe DDI meetings and offer feedback on the process to help us make these adjustments.
- **Student Engagement** – As a school, we are working to increase student talk-time and overall student engagement. In September 2017, the WestEd consultant who has Montessori background worked specifically with 7<sup>th</sup> and 8<sup>th</sup> grade teachers on student engagement and ideas for extended learning blocks. WestEd provided both job-embedded PD and side by side coaching to the core area teachers over a 4 -day period. In November, 2017 the WestEd consultant came for 3 days to provide job-embedded professional development to teachers in grades 4-6 on the topic of “Academic Conversations” to build student talk-time. A **vertical Leadership Team** was formed in late 2017. The Leadership Team meets once during a six-day cycle. The process for how a leadership team functions was initiated through WestEd training in September 2017, on the Concerns -Based Adoption Model, after reviewing the school CALL survey. WestEd came back to provide more Leadership Team training based on The Adaptive Schools models for running collaborative team meetings. Currently, the Leadership Team is preparing a schedule and 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.

for formalized testing preparation practice, where all grade levels will embed the same released questions and test taking into the ELA block. Because we are a Montessori school (ungraded and non-competitive) this is the first time we are executing a test preparation style of instruction.

**All Subject Areas:**

- **School-wide Writing Focus-** Montessori began the implementation of a school-wide writing initiative with a vertical teacher led team in 2015-16. In 2016-17, the district strengthened the school initiative by providing Professional Development to all teachers through SUTW. Teams in grades K-3 access tools from Journeys, Map It 2 and 4, as a resource to provide formative assessment data. Map It 2 is a graphic organizer at the end of every Journey's story and Map It 4 is used as an extended response. Montessori will continue to focus on inference questions and drawing text-based relevant evidence from reading selections. As a result of these concentrated efforts, the school's scores are higher in writing than in reading and math. These strategies will extend to all subject areas as the school consistently practices these writing strategies K-8
- **Cross-curricular writing using Step Up To Writing-** in Social Studies and Science the strategy of two column notes and informal outlining are implemented. Additionally, the 7/8 grade Science and Social Studies teachers have begun implementing SUTW strategies this year, including the regular use of Map It and the Identify, Verb, Finish the sentence (IVF) strategy. The expected outcome of this is to build proficiency in those grades in particular, due to the noted lower rates of proficiency on the ELA DBA 1. In January 2018, the special area teachers of grades 4-8 will be given a refresher PD on two column notes so implementation of this strategy will be embedded in their instruction. The administrators will be monitoring the instruction using two column notes in the classes of health, art, music and physical education.
- **20-week teacher-parent conferences** are currently being planned by teachers to provide parents with information regarding academic performance and to encourage attendance, completion of homework and to suggest ways to help their children at home.
- **RTI-** To address the lower rates of proficiency in K-6 we have used SIG funding to have an additional reading teacher all day in the school. This allows for one reading teacher to concentrate on K-3 students, extending the time that the students with the lowest reading skills are working with the reading specialist each day. We have added a "walk-to" model in grades K-3 for the RTI period as well. The second reading teacher concentrates on students in grades 4-6 and offers support to teachers of those students for intervention strategies. Having two reading specialists within the building fortifies solid reading instruction on the 5 Pillars of Reading for all of our students K-6.
- **Extended Learning Time** – beginning January 2018, the afterschool program will include 12 students from grade 7/8 for twice a week instruction in math and ELA. The 12 students selected have been identified as having a level two on both math and ELA state tests or on one of the two tests. The additional 90 minutes of weekly instruction will be in a small group using released testing questions and the Finish Line math workbooks.

**Math Specific:**

- **URAIDE** – In Math, last year the school increased 2% on state assessment scores. We believe this increase was assisted by a school-wide strategy called URAIDE. This strategy teaches students to have a process for understanding and solving complex word problems presented in CCLS math activities and state exam questions. The school will begin to focus on this strategy for the remainder of the school year in every grade. The Extended Learning Time will focus on this strategy as well.

<b>Student Attendance</b> - Please complete the prompts/questions below.			
<b>2017-18</b>	Baseline (%)	2017-18 Target	Year to Date
Average Daily Student Attendance Rate (%)	90.8%	92.8%	91.73%
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.).	<ul style="list-style-type: none"> <li>• There are 38 students at Pre-School, Pre-Kindergarten and Kindergarten that have 11 or more days absent (out of 74 days of school). This is significant because parents of pre-school students and pre-kindergarten students do not always see school as required, but sometimes as supplementary or optional.</li> <li>• Of the students in grades 1-8, there is a trend in which many of the students with 11 or more absences are Students with a Disability (SWD).</li> <li>• 8 out of the 20 students who have 20 or more days absent, are SWD.</li> <li>• Grade 8 has the lowest attendance rate with 89%.</li> <li>• 66% of students have “satisfactory” attendance.</li> <li>• 19.7% of students have “at risk” attendance.</li> <li>• 11.8% of students have “chronic” attendance.</li> <li>• 1.9% of students have “severe” attendance.</li> <li>• Due to inclement weather, attendance has suffered. Since such a high percentage of students who attend Montessori are bussed (93.8%), student attendance has lower trends for students in school when the weather has been unfavorable.</li> </ul>		
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><b><u>Student Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance data will be shared at monthly faculty meetings. Teachers will be asked to continue to follow-up with parents and communicate any assistance they may need so their children are in attendance.</li> <li>• The Attendance teacher will call parents of students who are “at risk” and make home visits as necessary.</li> <li>• Social Academic Intervention Groups (SAIG) will be added to address students with “chronic” attendance issues.</li> <li>• Say Yes Family Specialist will begin to help to assist parents with resources to address some of the students and families where poor attendance rates are due to other familial needs. The Say Yes Family specialist will begin on January 23<sup>rd</sup>, 2018</li> <li>• Upon the release of these latest attendance reports, the Principal has addressed some teacher attendance-reporting inconsistencies to ensure students are credited if arriving late.</li> <li>• Upon the release of these latest attendance reports, the Principal has spoken to older students – grades 4 and up about their attendance and encouraged students to come to school regularly.</li> </ul>		



<b>Teacher Attendance</b> - Please complete the prompts/questions below.				
<b>2017-18</b>	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)	88.5%	94.3%	91.84 (Nov 3)	
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"> <li>• There are 6 teachers on long-term absences (longer than 6 weeks) currently.</li> <li>• There are 2 teachers on leave of absences that will be retiring in the next months.</li> <li>• A teacher used all of their sick days and quit January 5<sup>th</sup>.</li> <li>• Three teachers have taken off a total of 13 days to date.</li> <li>• Tuesdays have the highest overall absences in September and October, however Friday had the highest number of personal days out.</li> <li>• In November and December, Wednesdays have the most overall absences, with the most personal leaves requested and taken on Mondays.</li> </ul>			
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><b><u>Teacher Attendance Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance data will be shared at monthly faculty meetings with explanation of the target that must be met for the school year.</li> <li>• The Principal will meet with teachers that have high rates of absences to remind them of their importance.</li> </ul>			

<b>Office Discipline Referrals</b> – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.				
<b>2017-18</b>	Baseline (#)	2017-18 Target	Year to Date	
Office Discipline Referrals (#)	213	250	58	
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"> <li>• October had the highest number of ODRs.</li> <li>• Harassment, defiance and contact with school personnel are the most frequent reasons for ODRs.</li> <li>• The location with the highest number of ODRs occur in the classroom. ODRs for contact with school personnel are from SWD enrolled in 6:1:1 classes.</li> <li>• Grades 1,7 and 8 have the most number of ODRS.</li> <li>• There are 14 students who are repeated offenders.</li> </ul>			
How do these data/patterns suggest the need for specific strategy adjustment or	<p><b><u>Social /Emotional Support Next Steps:</u></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.

<p>intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<ul style="list-style-type: none"> <li>• First Responders schedules will continue to be in place to support teachers by assigning one SST member and one administrator respond to students in crisis to de-escalate behaviors (this type of occurrence has trended to be the root cause for contact with school personnel).</li> <li>• BIPS will be revised with help from the school psychologist as needed to target the most serious behaviors to teach students positive replacement behaviors.</li> <li>• SST will continue scheduling problem solving meetings to coach teachers on interventions that align with behaviors before they spike.</li> <li>• In January 2018 the Reflection Room will be opened to allow for students to have a place to go with an adult to become calm and return to class.</li> <li>• Tier 2 Meetings/Supports will be in place to discuss progress of interventions and next steps.</li> <li>• Referrals to Endeavor counseling will be made as needed to include on-site counseling for students in need of targeted therapy.</li> <li>• Say Yes Family Specialist will begin January 23rd to provide families with assistance to support various needs.</li> <li>• SAIG Groups will continue to be created based on referrals based on the topics of anger management and social skills. The progress will be monitored to provide additional layered supports.</li> <li>• CICO and Daily Progress reports will expand to include more students. Training for adult volunteers for CICO will take place on January 31<sup>st</sup>.</li> <li>• All classrooms will be expected to practice daily peace circles. This will continue to be monitored by administrators.</li> </ul>
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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>	<p>ELT runs from 4:00 pm to 6:00 pm five days a week. Currently there are 122 students registered and approximately 100 students stay each of the five days of the school week. Students from kindergarten through grade 6 have been included in the program since October. Each ELT teacher is teaching at a grade level they currently teach or have recently taught so they are familiar with the standards for these respective grade levels. The program coordinator has a Master's in Education and experience as a substitute teacher. She coordinates partnerships with outside programs, arranges bussing, supervises meal time and coordinates the daily scheduling of enrichment sessions for all students.</p> <p>The Kindergarten and first grade teachers continue to focus on reading and writing- and math and remediate short vowel sounds, sight word fluency and word building. The teachers apply hands-on science work, such as sink and float activities and CLRT social studies work-learning about holidays such as Veterans' Day and Martin Luther King Jr. Day, etc. Friday is a "fun day", which includes special activities that take place in rooms or program-wide. These staff communicate with both the reading teacher and the classroom teacher about individual student learning needs.</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>Students in grades 2-6 focus on both reading and math CCLS instruction and start homework Monday through Thursday. One of the 4<sup>th</sup> grade teachers focuses on science two days per week. Friday is a designated “fun day” that includes special activities occurring in specific rooms or program-wide throughout the time. Students participate in an academic session with a certified BPMC teacher for 45 minutes then they rotate to an enrichment area for 45 minutes. The enrichment instructors are BPMC classroom teachers and assistants. Due to the lengthened school day, many parents opted out of their child (ren) participating in ELT this school year, which allows for smaller and more focused groups.</p> <ul style="list-style-type: none"> <li>• January 22<sup>nd</sup>, the ELT will expand to include 7/8 grade students that scored 2 on ELA and Math to begin test preparation one to two times a week.</li> <li>• Albright Knox (project based learning tied to field trips to the art museum), Engineering for Kids, Young Audiences, Yogis in Service, and Police Athletic League (provide students basic basketball skills twice a week) all partner with our school for special activities.</li> <li>• Teachers of ELT are in communication with regular classroom teachers of the students enrolled in ELT. The ELT teachers provide additional instruction in Reading, Math and Writing following the current pacing guide provided by the district and based on student homework challenges. For reading and writing teachers use Journey’s cold reads and Map Its, as well as science and social studies readings and experiments to reinforce the skills within CCLS standards.</li> <li>• Some students that are above level are given instruction at the next grade level.</li> <li>• A student is running a web-design enrichment for students in grades 5 and 6.</li> <li>• A Special Education teacher provides instruction to grade 2 students, since most of the class comprises of Students with disabilities.</li> </ul>
<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>Baseline math tests designed by the district were given at the start of the program. Since we have a math screener and reading and writing screening already in place, we will use those measures to note progress at the mid-year point.</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><b><u>ELT Next Steps</u></b></p> <ul style="list-style-type: none"> <li>• We will begin a focus on math through the teaching of URAIDE and use of math word problems.</li> <li>• We will adjust specific reading/writing needs after the Middle of Year testing is completed at the end of January.</li> <li>• In late January, the ELT will expand to include 7/8 grade students that scored at a level 2 on ELA and Math to begin test preparation two-three times a week.</li> <li>• Students are being enrolled in the program in response to formative classroom data.</li> <li>• Administrators will monitor academic instruction more closely and require student work samples each week. This work will be used to make instructional decisions and best utilize the teachers and time for the ELT. If necessary children may be re-grouped and teachers may be assigned different groups based on student data.</li> </ul>

## 2. PROJECT PLAN IMPLEMENTATION

<b>Key Strategies</b> - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. <i>(Add additional rows as needed.)</i>		
<b>Key Strategies</b> List the Key Strategy from your approved SIG Continuation Plan	<b>Implementation Status</b> Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.
1. Develop and implement a highly engaging rigorous curriculum	Yellow	<ul style="list-style-type: none"> <li>The teachers use district curriculum and vetted district approved resources. Additionally, teachers complement district curriculum by using complex Montessori materials and lessons to teach CCLS.</li> <li>Students have district access to computer programs aligned to CCLS: MyOn online library, Quill writing program, Prodigy-and Star Math for additional math activities.</li> <li>The teachers in grades 4—6 have received training on the new science curriculum and standards. These updates are implementing this curriculum in the classrooms. All classrooms in grades 4-6 have ordered and are using materials required for science experiments.</li> <li>Teachers have met on two Saturdays this fall to backward map math and science with an alignment to Montessori.</li> <li>Administrators have been assigned to support new teachers and to work with specific veteran teachers with more frequent classroom visits and feedback.</li> </ul>
2. Provide job-embedded evidence-based data driven PD and learning communities	Yellow	<ul style="list-style-type: none"> <li>WestEd Professional Development has been facilitated on the topics of Data Driven Inquiry, Depth of Knowledge, Academic Conversations, Leadership training and Student Engagement. WestEd will work with administrators on classroom visits and providing feedback to teachers on the implementation of the Professional Development.</li> <li>Grade level meetings changed from 30 minutes twice a cycle to 60 minutes once a cycle to allow for a complete DDI cycle with robust conversations around student work and action plans. All information for these meetings is now accessible in a district portal, Schoology, so that all notes and plans are captured for all group members. WestEd will be returning this February to provide feedback and coaching on the process.</li> <li>Administrators meet with each classroom teacher monthly to discuss data and understand how that data is targeting instruction in different subject areas.</li> <li>The school district provided teachers in grades 4-6 and 7/8 Culturally and Linguistically Responsive Teaching training.</li> <li>A teacher Leadership Team was formed comprised of a representative from each grade band, 4 administrators, coach and building math and reading support teachers.</li> <li>Assistant Principal and Math teacher have course offerings in Professional Growth System to teach core Montessori lessons that will build rigor.</li> <li>The instructional coach hosts a New Teacher Academy before school, in which PD is given based on various strategies and initiatives a Montessori and BPS teacher would need to be informed on. These would include any district programs and evidence-based teaching strategies requested by teachers or noted from feedback from classroom visits. Both new and veteran teachers have been in attendance.</li> </ul>

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

			<ul style="list-style-type: none"> <li>The Instructional Coach facilitates book studies throughout the year. The first book study is on <u>Fostering Resilient Learners</u> and two other studies are scheduled following this book study (<u>Teach Like a Champion</u> and <u>Making Thinking Visible</u>).</li> </ul>
3.	Implement research based academic and social emotional interventions, enrichment programs, and extended learning time	Yellow	<ul style="list-style-type: none"> <li>The school has offered training on Trauma Informed Care and Restorative Circles.</li> <li>The school requires daily circles to occur in all homerooms. The administrators monitor this expectation. The School Support Team (SST) offers modeling and assistance with these circles as needed based on student data or by teacher request.</li> <li>Schedules were made this year to ensure that the SST team could meet regularly with scheduled groups to provide Tier 2 interventions to students as indicated by data.</li> <li>The Social Academic Intervention Groups are recorded and reported out during Tier 2 intervention meetings with an administrator, who was assigned this year to oversee the SST. These records are also reported to the district supervisors.</li> <li>All students returning from long-term suspension are now placed on Check in Check out. They also have a return conference on the first day back to school.</li> <li>The School- Based Management Team reached consensus to allocate budget to include an additional .5 funding, which creates a 1.0 (full-time) guidance counselor at the school this year.</li> <li>Feb 3<sup>rd</sup> PD on CHAMPS and de-escalation techniques.</li> <li>Teachers have begun goal setting with students in grades 1-8.</li> <li>ELT is in place with an average of 100 of the 122 registered students staying per day. The ELT program is partnered with North West Community Centers and staffed with certified teachers and teaching assistants. Yoga is offered during the ELT time by an outside partner to teach students ways to handle stress. ELT partners with Engineering for Kids and the Albright Knox Art Gallery for enrichment programs.</li> <li>Enrichment has been provided to students in grades 1-8 with an author visit during the fall. One 4<sup>th</sup> grade class also worked with The Lion King staff through a partnership with Shea’s Performing Arts center this fall. United Way and Play 60 arranged for the Buffalo Bills to visit the school and answer student questions and play healthy games outdoors with select classes. The Buffalo Bills have also invited students to after school events for Halloween and Thanksgiving.</li> </ul>
4.	Implementation of the Step Up To Writing curriculum school-wide (PK-8) writing initiative	Yellow	<ul style="list-style-type: none"> <li>All teachers have been trained in the SUTW four basic strategies: Color Coding, Two Column Notes, Informal Outline and IVF.</li> <li>Most teachers have received phase two training of SUTW: informal outline, Stop-Light Color coding, Two-column Notes, I-V-F statements, Cups and Transitions.</li> </ul>

**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.)*

	that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLs.		<ul style="list-style-type: none"> <li>• A refresher PD will be given to special area teachers January 22<sup>nd</sup> on Two Column Notes. This will be monitored for implementation.</li> <li>• Grade 7/8 teachers are using two column notes and IVF strategies regularly in their classrooms this year.</li> <li>• Grades Ps-K teachers are reviewing the six stages of emergent writers and strategies to target students based on the level they are currently working at. A Professional Development on writing will be provided to this group on February 3<sup>rd</sup>.</li> </ul>
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***(For all SIG Cohort 6 and 7 schools that selected the Innovation Framework Model ONLY)***

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

### 3. BUDGET/FISCAL \*

Expenditures	Status (R/Y/G)	Analysis/Report Out If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.
Salaries for professional staff-Code 15 \$280,030 YTD \$45,500 16% @ QTR ENDING 12/31/17	Green	All positions are filled and charging accurately. ELT began on October 11 <sup>th</sup> and staff are paid when working the program. Professional development has begun and continues to be submitted.
Salaries for Support Staff-code 16 \$4,516 YTD \$317 7% @ QTR ENDING 12/31/17	Green	Account Clerk Typist was hired in October and paid .08 from this account.
Purchased services-code 40 \$102,342 YTD \$92,100 90% @ QTR ENDING 12/31/17	Green	The money encumbered has paid for WestEd and SAMs. The remaining monies are in a current amendment to fund teacher professional development.
Purchased services-code 45 \$8,151 YTD \$2,623 32% @ QTR ENDING 12/31/17	Green	Next Lesson was purchased, an amendment will be submitted to move the remaining monies.
Travel expenses-code 46 1,200 YTD \$1,000 83% @ QTR ENDING 12/31/17	Green	SAMs conference will occur January 25 <sup>th</sup> and upon return the remaining travel expenses will be encumbered.
Employee Benefits-code 80 \$86,134 YTD 19,685 23% @ QTR ENDING 12/31/17	Green	Expended per BPS schedule.

Indirect cost-code 90-	Green	COMPLETED AT THE END OF THE PROJECT.
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\* Supporting fiscal documents should be available upon request.