

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

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Buffalo Public Schools	PS 17	140600010017		SIG: Yes	Model: Transformation	Cohort: 5
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	Pre-K - 4	n/a	Total enrollment: 418 ELL %: 10.7% SWD%: 21.8%		
Karen Murray	January 2017					
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)	<p>Early Childhood Center #17 has identified 3 Big Rocks aligned to our DTSDE report. Our 3 School-wide Rocks are Incorporating Higher Order Thinking Questions, Providing Differentiated Instruction, and Utilizing Data to Drive Instruction. During Grade Level meetings, data points are analyzed through the DDI process to differentiate instruction to support all learners. Professional development topics are identified and members of the School’s Leadership Team are in the process of creating and providing professional development opportunities.</p> <p>Last year we had a substitute Assistant Principal for the full year, but a permanent AP was hired just prior to the 2017-2018 school year. The impact is more frequent feedback and consistent support for staff.</p> <p>Our school-based budget allowed for us to hire two more teaching assistants, so we now have one teaching assistant assigned to each grade level.</p> <p>We were able to convert our part-time Social Worker and Psychologist to full-time this year through our school budget. This has resulted in more student support within our School Support Team (SST).</p> <p>A permanent Attendance Teacher has been assigned to our building, and works 1.5 days per cycle with us.</p> <p>Our English Language Learner (ELL) enrollment has increased from 9.2% in 2016-2017 to 10.7% in 2017-2018. School 17 has one full-time and one part-time ELL teacher.</p>				
Casandra Wright cwright@buffaloschools.org 730 City Hall 716-816-3603	Yellow					

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<p>The District-wide reduced class size initiative from Grades K-1 ensured that no more than 20 students were placed in each K-1 classroom.</p> <p>We continued our partnership with WestEd, who provides coaching and professional development opportunities for the Principal, teachers, and instructional coaches.</p> <p>The master schedule for the school was configured to build in time for Response to Intervention in a “walk-to” model for both English Language Arts (ELA) and Mathematics, providing targeted smaller group instruction for all students. Additionally, the District adopted a longer school day, which resulted in 30 extra minutes of instructional time.</p> <p>Extended Learning Time has been expanded to 5 days a week for 2 hours per day.</p> <p>Professional Development from September-January focused on analyzing student data and providing effective instructional strategies to meet the needs of all students.</p> <p>In December, our school was visited by the DTSDE team, led by the District, and we received targeted feedback from the visit.</p> <p>Two special education teachers have been out on maternity leave since the start of the school year; one teacher returned in late December. A certified temporary teacher and a long-term substitute have been in their place and will remain until the teachers return. One teaching assistant has been out on a long-term leave since October, and we worked closely with Human Resources to hire a qualified substitute.</p> <p>Reading/English Language Arts: This year, our school adopted the <i>Journeys</i> reading program in grades K-2 to replace the CKLA program used in prior years. This was a unanimous decision by our School Leadership Team last year, and was based on ELA data. All teachers have been trained in the <i>Journeys</i> reading program.</p> <p>Mathematics: WestEd provided professional development and coaching that had a math focus. Teachers chose an area to focus on and coaches provided feedback and next steps to improve instruction. STAR math and DBAs were used to determine math RtI walk-to groups. Students are in homogeneous groups during math RtI. Teachers are analyzing quarterly Math DBA Data to identify standards for improvement during the RtI Block. Our current focus is on Operations and Algebraic Thinking standards. Teachers met to design hands on activities in all grade levels to plan a lesson that was hands on and specially designed to meet the needs of their students based on the DBA results.</p> <p>Science: All grade levels use the Science Kits provided by the District to provide hands on learning experiences for all students. In Grade 4, a new Science curriculum (Interactive Science) was adopted.</p> <p>Social Studies, the Arts: An Interdisciplinary Team was formed last year as part of a DTSDE recommendation, and the interdisciplinary project began in September 2017. All grade levels and special area teachers are using the theme “Our School, Our Family, Our Community” to create a culminating project to be shared with families on February 8, 2018.</p>

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	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>Data from the 2016-2017 New York State ELA and Math indicate that: Grade 3 ELA proficiency was 15%, down from 28% in 2015-2016. Grade 3 Math proficiency was 21%, down from 24% the prior year. Grade 4 ELA proficiency was 14%, up from 10% the prior year. Grade 4 Math proficiency was 33%, up from 18% the prior year. There was an increase from 24% within the cohort of students from the prior year. Grade 4 Science proficiency was 57%, down from 69% the prior year.</p> <p>Baseline 2017-2018 DIBELS data indicate: <i>Beginning of Year (BOY) Composite Scores</i> Kindergarten 35% Proficient (38% with intensive needs) Grade 1 23% Proficient (64% with intensive needs) Grade 2 43% Proficient (42% with intensive needs) Grade 3 44% (43% with intensive needs) Grade 4 40 % (50% with intensive needs)</p> <p>In comparison to the previous year’s DIBELS benchmark scores, overall data indicate a decrease in proficiency in all grades except Grade 3, which showed an increase of 8% Proficiency from the previous year. In addition, there is an increase in all grades except Grade 3 for the percentage of students with intensive needs. In Grade 3, that percentage decreased from 49% to 43%. <i>See attached data for 2 year comparison.</i></p> <p>Middle of Year (MOY) data is unavailable at this time, however will be compared in the next report.</p> <p>Current District Benchmark ELA Assessment (DBA) data show: <i>DBA #1 (Multiple Choice)--2017-2018:</i></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.

DBA 1 ELA Grade K 2017-2018 (2017-07-12) Proficiency was 74%
 DBA 1 ELA Grade 1 2017-2018 (2017-07-10) Proficiency was 41%
 DBA 1 ELA Grade 2 2017-2018 (2017-07-10) Proficiency was 9%
 DBA 1 ELA Grade 3 2017-2018 (2017-10-16) Proficiency was 2%
 DBA 1 ELA Grade 4 2017-2018 (2017-10-16) Proficiency was 11%

Step Up To Writing (SUTW) BOY Informational Writing Assessment
Informative/Explanatory Writing
 Kindergarten—Proficiency was 0%
 Grade 1— Proficiency was 19%
 Grade 2— Proficiency was 18%
 Grade 3— Proficiency was 25%
 Grade 4— Proficiency was 14%

MATH - BOY
 Number of students score At/Above Benchmark STAR Math
 Grade 4 - 32%
 Grade 3 - 34%
 Grade 2 - 27%
 Grade 1 - 27%

Grade 3 and 4 overall proficiency on DBA #1 from the 2016/17 to 2017/18 increased from 22.4% to 24%.

K increased 70% to 72.3%
 1 increased 35.6% to 41.9%
 2 increased 20.9% to 34.7%
 3 increased from 15.7% to 23%
 4 decreased 29.1 to 25%

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.

To address the overall need for improvement, Early Childhood Center #17 continues to implement strategies to address these trends. These strategies are outlined in our goals with key design elements that reflect our prioritized needs. In order to effectively implement our school’s vision and mission statements for the School Improvement Grant period and key design elements, we continue to increase professional development for teachers based on their needs with focus on our *‘Three Big Rocks’*:

1. Providing differentiated instruction
2. Incorporating higher-order thinking questions
3. Utilizing data to drive instruction

If teachers are unable to attend professional development sessions, we share information in Schoology (PowerPoint presentations, agendas, handouts, etc.) We also provide one-to-one coaching based on areas of need.

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.

	<p>The Master Schedule was revised to allow for Response to Intervention/Walk-to groups. Specific programs are used with our students with the most intensive needs.</p> <p>To address specific trends above:</p> <ul style="list-style-type: none"> • Teachers are continuing to use <i>eDoctrina</i> assessments in both ELA and math. These tests focus on grade level specific focus standards along with skills and standards addressed in the curriculum. • Teachers are also using <i>eDoctrina Testing</i> to assess proficiency on focus standards in Mathematics. Teachers use results when creating Action Plans and provide re-teaching during instruction. This is monitored by lesson plan creation and review by administrators. • Teachers worked with instructional coaches during Grade Level meetings to adjust the level of questioning to promote higher order thinking which aligned more closely to the rigor of the common core learning standards. • A district supervisor from the Office of School Performance provided job-embedded training to teachers for accessing their classroom data. Students who were identified were grouped, and teachers plan for instruction during RtI. • Our transformation partner, WestEd, provides job embedded coaching and classroom visits across all grade levels, and every teacher was scheduled for coaching and classroom visits. • Additionally, teachers used performance data from DBAs to track where standards are addressed in the curriculum in an effort to address the academic needs of students. • The expectation is that all teachers use Step Up to Writing, and we are working toward its use cross-curricular. This is monitored by administrator review of lesson plans, Beginning of Year, Middle of Year, and End of Year writing assessments, classroom visits, and student work samples. • After-school program has a structured block of time to allow for practice of fluencies in both ELA and math.
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Student Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	88.7	89.8	89.6	
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.).	PK- 87.1 K- 88.07 1-88.98 2- 92.69 3- 90.96 4- 89.74 School ADA for this term- 89.58			

Student Attendance - Please complete the prompts/questions below.	
	<p>There appeared to be no pattern established for absenteeism among certain classrooms in Grades K-4, however attendance in Pre-K is lower than the rest of the school, which brings our overall attendance rate down. Although we notice less chronic, severe, and at-risk absentee rates this year than in 2016-2017, we are still challenged by high rates of unexcused absences and some chronic absenteeism among students. Currently there are 99 chronic and 50 severe absentees.</p> <p>Due to severe weather conditions during the week of January 2-5, student attendance was 83.6. <i>See attached data for 2-year comparison.</i></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>We are currently below our target for average daily attendance year-to-date. Below are the steps we took since September in order to meet our target:</p> <p><u>Universal</u> The school leader implemented an attendance initiative in order to hold families more accountable for sending their child(ren) to school on time each day. Daily calls are made by designated teachers and the communications are logged in order for the school leader to monitor the student attendance rate on a weekly basis. The Instructional Coach runs weekly attendance reports. The information is analyzed to identify the homeroom with the highest attendance rate for the week as well as the student(s) having the top attendance rates within the class. Attendance stats are looked at weekly, and then Monday morning Shout Outs for individual students are done for attendance; awards on classroom doors with 100% and the attendance bulletin board are updated weekly. We distribute trophies and certificates of perfect attendance. We have continued contests. We continue to educate students and parents on the importance of attendance with contests, phone calls and letters. Tips are given in the parent memo from the nurse, cafeteria, and physical education teachers.</p> <p><u>Tier 2</u> Attendance teacher continues to follow up with student referrals for chronic /severely chronic students through phone calls, letters and home visits. He is on site one and one half days every cycle (E Days, F Day mornings). Students who have left school with no forwarding information were also investigated and pursued. Additionally, we have an Attendance Team, who call homes of students who are most at risk or are chronic absentees. The Guidance Counselor employs SAIG groups in which the importance of school attendance is reinforced.</p> <p><u>Tier 3</u> Appropriate referrals were made to outside agencies; such as CPS and Say Yes for attendance issues that require additional services.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Continue to stress the importance of school attendance at parent conferences, parent memos, at Faculty Meetings, classroom shout-outs, daily announcements, and attendance competitions as displayed in our main hallway. • Follow-ups with parents via phone calls. • Incentives for students with perfect (95% +) attendance. (Discovery Tablet drawing, luncheon.)

Teacher Attendance - Please complete the prompts/questions below.			
2017-18	Baseline (%)	2017-18 Target	Year to Date
Average Daily Teacher Attendance Rate (%)	89.3	94.7	94
Key Questions/Prompts	Analysis / Report Out		

Teacher Attendance - Please complete the prompts/questions below.

Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).

As of January 12, 2018, we have compiled the following teacher attendance data:
 School 17 currently had/has 3 teachers and one assistant out for an extended period of time.

- A second grade teacher extended her leave in September; a temporary teacher filled the vacancy until the end of December, when the teacher returned.
- A first grade teacher on a long-term leave is due back on January 22. A long-term sub was initially placed in the classroom; however, the District then assigned a teacher returning from an extended leave. This teacher had sporadic attendance, and then retired from the District after approximately 3 weeks. A long-term substitute is currently providing instruction.
- A teacher assistant is currently out on an extended leave due to a student related incident.
- The highest number of absences (including illness, personal leave and bereavement) occur on Fridays.
- The fewest number of absences occur on Thursdays.

Reporting Period: September 1, 2017 to January 20, 2018: Overall Total Number of Teacher Absences was 286.5

Reason	Total Absences	Percent of Total Absences
Illness	231.5	81%
Personal Leave Day	55	19%
Bereavement	0	0%

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.

Currently ECC #17 has implemented the following school-wide strategies to promote teacher attendance:

- Administration has communicated teacher attendance as integral to student achievement with staff during each Faculty Meeting, in the daily morning message, and through daily announcements before student arrival.
- Staff attendance data is shared during staff meetings along with the attendance goal.
- Teachers are given the opportunity through horizontal and vertical forums to collaborate.
- When practicable, School #17 uses the same substitute(s) for long-term absences to ensure continuity in the classroom. In some of those instances, former retired teachers who are familiar with the grade level curriculum are sought and utilized as substitute teachers.
- Wellness committee facilitates physical fitness activities with staff to promote healthy living.
- Principal acknowledges 100% staff attendance every 5 weeks with a personal letter and a certificate.
- Shout outs for teacher attendance are given during morning announcements and at faculty meetings.

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 (#)	457	120	37

Key Questions/Prompts	Analysis / Report Out
Describe patterns of office discipline referrals (e.g., period,	Data shows that most ODRs are occurring in the classroom (30) which is more than all other locations combined. Most write ups have been for disrespectful behavior and physical contact toward school personnel.

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.	
location, classroom, grade level, repeat offenders, etc.).	<p>22 students accounted for all ODRs (5% of the student population); 11 of those students were Special Ed students that accounted for 24 of those incidents (65%). 13 students were black, 7 were white, and 2 were multi-racial. Data indicates that the highest number of ODRs have occurred in fourth grade.</p> <p>95% of the student population at ECC #17 are responding to PBIS and Tier 1 interventions.</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>ECC #17 employs the following school-wide strategies:</p> <ul style="list-style-type: none"> • The classroom teachers utilize Character Counts! resources to teach behavioral and character expectations, as ECC #17 participates in a Character Counts initiative. Monthly character traits are promoted school-wide. Fun Friday activities are used in conjunction with the character traits. January’s character trait was “Fairness.” • Parent conferences, phone calls, and notebook communications are used as a first response to deviant behavior. • PBIS implementation is reviewed and monitored through monthly meetings. • Teachers refer students to Student Support Team for 3 tiered supports, strategies and interventions in lieu of suspensions, when possible. • When a student is assigned to a Tier 2 or Tier 3 support, parents are notified in writing. • Say Yes on-site facilitator provides support to families. • Life skills lessons and conflict resolution are provided in one to one sessions by the school counselor. • Guidance counselor sees at-risk students and conducts SAIG groups. • Awards assemblies are scheduled once a quarter for students, families and parent volunteers. • Incentive nights are planned to promote behavioral and attendance expectations. • The Buffalo Police Department worked with Grade 4 students by providing an assembly to address the topic of bullying. • District Crisis Counselor spoke to each Grade 4 class to reinforce anti-bullying. • SST has consulted with two classroom teachers regarding general classroom management strategies, when they had numerous students in need of behavioral support. • There is a system in place where two ODRs can automatically qualify a student for Check In Check Out. <p>Specifically for the students identified above:</p> <ul style="list-style-type: none"> • Twelve students are currently supported through Check In/Check Out. • Behavioral Intervention Plans have been updated for five students, two new BIPs have been created this year, and four behavior plans are in the process of being updated. • 17 students in the building currently have behavioral intervention plans. Classroom teachers implement the plans, and use a Google Docs spreadsheet to document and collect data, to determine which students are responding to behavior strategies. Data is shared with administrators and SST on an ongoing basis. • One student has a behavior support plan. • The school social worker has a caseload of 16 students. • Gateway is currently linked with 12 students. She sees students on Mondays and Fridays, and provides art therapy. • Four students have been referred for CSE re-evaluation due to significant behavior concerns. • Three students have been referred to agencies due to more intensive behavioral needs.

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.

- Say Yes also provides support to families to ensure home/school connection.
- Life skills lessons and conflict resolution are provided by the school counselor. She has regularly met with nine students thus far. Students are selected by administrator or teacher referral, and from previous year's data. The impact is that students will learn strategies and skills to keep them in the classroom, by managing their own behaviors.

Next Steps:

- Monthly Character traits are:
 - February & March—Respect
 - April—Trustworthiness
 - May—Caring
 - June—Fairness and Citizenship
 - Teachers pick two students from each class who exemplify the target trait and display stars with the students' names in the front hall and outside of the classrooms. Students will also be recognized during the morning announcements.
- In February, Buffalo Bandits Lacrosse players will be conducting a school assembly to encourage positive behaviors and character traits.
- The NED (Never give up, Encourage others, Do your best) show is coming to our school this spring to promote positive character traits and hard work.
- Lunch with the Principal as a reward for students with good behavior.
- Hallways are named with various character traits, e.g. Listener Lane, Trustworthy Trail, Tenacious Terrace, Accountable Alley, Ambitious Avenue, Responsible Road. Names of students who exhibit those traits will be affixed to the walls.

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 Community Action Organization facilitates a 21st Century After School program. The afterschool program works in conjunction with the school day program. The afterschool program addresses the academic performance of students in grades K-4 by providing curriculum in ELA, Math, Science and STEAM, which is aligned to the Common Core State Standards.</p> <p>The Director holds a Masters' Degree, with a Bachelors' degree in Early Childhood Education. She meets regularly with the principal to ensure the bridge between the day program and ELT.</p> <p>The program is offered Monday through Friday from 3:40pm-6:00pm. (11 hours per week). The students are grouped by grade and then sub-grouped based on academic/social emotional needs.</p> <p>There are a total of 108 students attending the ELT program: Kindergarten: 14 students Grade 1: 14 students Grade 2: 25 students Grade 3: 24 students Grade 4: 31 students</p> <p>During the ELT, students have dinner from 3:45-4:15. Instruction in Math and ELA is from 4:20-5:15 and enrichment is from 5:20-6:00. Enrichment activities include science projects, dance, art, music, and physical fitness activities.</p> <p>Student attendance for the ELT stands at 83%. Attendance rate for the school is 89.7%.</p> <p>The programs that are included are the following:</p> <ul style="list-style-type: none"> • Homework help • Canisius Science Program 3rd & 4th grade • Engineering for Kids • Zandra's Beauty (S.T.E.A.M) • Best Self Health -- Social Emotional • LaMovement Fitness • <i>Reading Eggs</i> ELA computer based individualized student programming K-2nd • <i>Education City</i> ELA computer based individualized student programming 3rd-4th • African Drumming • Girl Scouts • Boy Scouts • Paint the Town • Wii and board games

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 school Principal is on-site every day, and helps increase relationships with students and parents.</p> <p>Each staff member has at least a high school diploma. Each candidate goes through a rigorous background check, fingerprinting, drug test, SCR clearance and reference check. Each ECC 17 ELT staff currently holds a college degree or is in the process of completing coursework. There are certified teachers on staff to oversee all lessons.</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>Initial assessment using <i>Reading Eggs</i> for Kindergarten through 2nd grade and <i>Education City</i> for 3rd and 4th grade, designed by Edmentum, is used to evaluate the students' strengths and weaknesses. Based on the score, the software then assigns the students lessons. Final assessment using the same software is completed 15 days prior to the program's end date. These baseline assessments are administered upon enrollment, and are used to compare student progress at the end of the program.</p> <p>The computer program that they use does not let the student go past a lesson until it is mastered. Every Common Core aligned lesson has a test at the end.</p> <p>All 3rd and 4th grade students have their report cards tracked for ELA, Math, Science and Social Emotional behavior every quarter. Outcomes are reported and shared with teachers and the leadership team.</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>Next Steps:</u></p> <ul style="list-style-type: none"> • Initiate reciprocal communication between classroom teacher and ELT provider. • Provide appropriate data from District benchmarks. • Monthly meeting with ELT site coordinator to align school program and initiatives. • Explore options for teachers to meet face to face or through electronic sharing. • Reciprocal communication with data from <i>Reading Eggs</i> and <i>Education City</i>.

2. PROJECT PLAN IMPLEMENTATION

Key Strategies - 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>		
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. Use of Technology	Yellow	<ul style="list-style-type: none"> • Our partner, WestEd, as well as Grade Level, Vertical Meetings, and job-embedded instruction, are used to provide all teachers instruction and support for the use of technology in the classroom. • District training in the use of technology is available for all teachers through the Staff Development office. Some teachers have taken advantage of this training to further their skills in using technology in the classroom for the purpose of enhancing instruction and skills practice. • Grades 3 and 4 teachers have been trained in the NextLesson program, and it is used in some classrooms. • Grades 3 and 4 teachers have been trained by the District on how to locate student data from New York State assessments, to inform them on student groupings and target specific students. • An Instructional Technology Coach has been assigned to our building on a part-time basis. She attends some Grade Level meetings, and models lessons or works directly with teachers when requested. • One to one iPads are used by Grades 3 and 4 students, and Pre-K to Grade 2 students have iPad stations. Teachers have been trained in using iPads as an instructional tool to extend and enrich lessons. • Schoology is used consistently through the building for Grade Level meetings, Faculty Meetings, and for housing curriculum projects. Some classroom teachers use it for students to hand in work, share work, or share resources with students. • STAR Math assessments are used for tracking student Math progress, similar to DIBELS and DBA assessments. • The Extended Learning Time (ELT) uses <i>Education City</i> and <i>Reading Eggs</i> for assessment and skills practice. • MyOn is a reading application that can be used at any time, even from a student's home. As of January 3, 2018, students have read 5357 books and used 88 books in projects. • Prodigy is a mathematics program used by students during the Rtl block to practice math skills. • Whiteboards are used by all teachers to extend lessons, and provide interactivity with students. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Teachers will be trained on Quill, a program used to develop students' writing and grammar skills. The ITC will provide training at a Grade Level Meeting. • Teachers will be trained in zSpace learning applications. This program is expected to engage students in their learning by providing 3D learning experiences. • Monitor use of technology as a teaching tool during classroom visits.

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.)

2.	Curriculum is aligned to Common Core State Standards (CCSS)	Yellow	<p>Given our academic results from 2015-2016 and 2016-2017, we:</p> <ol style="list-style-type: none"> 1. Follow district curriculum pacing: Principal and assistant principal continue to monitor teachers’ plans on a weekly basis to ensure rigor and alignment to CCSS. Lesson plans are also analyzed for evidence of differentiation and DDI. The expected impact is that curriculum mapping and lesson planning by teachers will ensure that students are taught major standards based on data within the academic school year. 2. The school leaders conduct formal and informal observations on a regular basis to monitor curriculum alignment and implementation. 3. The Master Schedule was developed in accordance with district expectations for ELA, Mathematics, Science, and Social Studies. 4. Grade Level meetings continue to be focused on the data driven inquiry process. To ensure all students achieve mastery of high-leverage foundational skills, teachers analyze data and complete Action Plans. Action Plans involve re-teaching, and are submitted to the Principal for review. Teachers collaborate with their peers over best practices as they develop Re-teaching Plans. 5. Vertical Team meetings occur monthly. The agendas are developed by the SLT, facilitated by teachers, and focus on school initiatives. The main purpose of Vertical Team meetings is to foster professional learning communities. 6. English Language Arts: Teachers continue to use <i>Step Up to Writing</i> in grades K-4 to develop student writing strategies. 7. Collection of informal data using end of module assessments, DIBELS progress data, and District Benchmark Assessments is ongoing. 8. DIBELS End of Year results was examined and data was used to inform class lists and student groupings. <p>Reading/ELA This year, all K-2 classroom teachers were trained in and transitioned to using the <i>Journeys</i> reading program, so all K-4 classrooms are using <i>Journeys</i> and implementing the program with fidelity. Walk-to is for RtI and is done in grades 1-4.</p> <p>Mathematics Program— Teachers unpacked the CCSS Mathematics standards and back-mapped the curriculum as a grade level, in order for teachers to more deliberately select Module lessons that align with CCSS and best meet students’ needs. Curriculum mapping enables teachers to maintain pacing. Therefore, as CFAs/DBAs are administered, it allows us to test what is actually being taught; data will be authentic. Deficits, trends, etc. are analyzed and Action Plans are created. A walk-to model is used in RtI to best meet the needs of all students. Grouping of students is determined by STAR math assessments and DBAs. Movement in groups happens quarterly or as needed.</p> <p>Science and Social Studies – We plan to continue full implementation of the work that was implemented in 2016-2017. Teachers have begun to unpack the standards and backwards map the curriculum. Teachers will continue to use the Science Kits in all grades, and Grade 4 began a new science curriculum, Interactive Science.</p> <p>One recommendation from the 2016-2017 DTSDE review was to develop an interdisciplinary team, which would provide students with interdisciplinary student learning experiences. The theme, “Our School, Our Family, Our Community” was decided upon in 2017, and we developed a school-wide project which began in the fall of 2017.</p>
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			<p>Next steps:</p> <ul style="list-style-type: none"> • Continued use of Action Plans derived from DDI to differentiate instruction and plan for individual student goals. • A culminating activity for our interdisciplinary student learning experience will be shared with parents during an evening family event on February 8, 2018. The plan is to incorporate art, music, and student projects. This will: <ul style="list-style-type: none"> ○ Align with NYS Social Studies Standards ○ Increase Culturally and Linguistically Responsive Teaching (CLRT) awareness ○ Celebrate students’ diversity ○ Foster a sense of school community <p>The anticipated impact is that all instruction is aligned to the CCSS, and that the learning needs of all students are being met.</p>
3.	<p>Providing Multiple Pathways for Student Achievement</p>	<p>Yellow</p>	<p>Teachers worked together to create a syllabus, by grade level, that outlines classroom expectations, specific to grading policies. This was posted in the 2017-18 School and Family Handbook to allow for transparency, consistency and congruency.</p> <p>Assignments now include Criteria for Success, and an exemplar, so students understand what is expected of them to achieve mastery. This best practice allows for students to also have accountability and ownership of their progress as students are responsible for ensuring they meet the criteria.</p> <p>ECC #17 continues to use all previously used strategies for multiple pathways to student success, as we have seen consistent with student growth from 2014 to present:</p> <ul style="list-style-type: none"> • AIS/Rtl with scheduling support • Data analysis to create Action Plans for instruction • Differentiated instruction based upon results of data and Action Plans • Use of mClass’s “Now What” activities for students at risk during literacy instruction • Administrators’ review of grades before their due date, as a means of proactive support • Use of student data binders and teacher/student conferences • Continued parental contact for all students • 2 additional teaching assistants have been hired, as per our School Based Budget, so there is now one teacher assistant to support each grade level <p>Next steps:</p> <ul style="list-style-type: none"> • School leaders and teachers, with the support of instructional coaches, will ensure that instruction focuses on the various learning styles and needs of students by monitoring classroom instruction and lesson plans by: <ul style="list-style-type: none"> ○ implementation of non-negotiable instructional strategies for student engagement; ○ giving quality feedback for individual student improvement;

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			<ul style="list-style-type: none"> ○ incorporating two to three higher-order thinking questions in each lesson for each class. (As per recommendations from DTSDE [2017-2018]). ● Teachers will continue to use the Data Inquiry Process at Grade Level meetings to find root causes of learning challenges, and to implement strategies to successfully eliminate high-leverage learning challenges. ● The Principal and Coaches will analyze grades well before they are due so that there is a proactive approach and supports can be provided to staff. ● Teachers will continue to conduct one-on-one conferences with students (using data binders) to monitor progress and provide students ample time to improve performance. ● Teachers will follow the established grading policies to communicate/post progress updates via Infinite Campus, progress reports and report cards. ● At the conclusion of the 3rd Quarter, teachers will submit the names of students that are not on track to pass the 2017-18 school year. Conferences (including the Principal, teacher, parent(s) and student) will be scheduled to discuss academic goals and/or preparations for retention. <p>The anticipated result is that all students will be on a trajectory toward higher student achievement via receiving rigorous activities/lessons and individualized instruction.</p>
4.	Providing targeted Professional Development	Yellow	<p>Professional Development on Response to Intervention (RtI) was provided at Grade Level meetings and Vertical Team meetings in September. In October, training in the STAR math assessments was provided to teachers, and in November and December teachers used Grade Level and Collaborative Planning Time to develop Math DDI Action Plans.</p> <p>Our transformation partner, WestEd, continues to provide job-embedded professional development, coaching, and support for teachers, as mentioned in the <i>Academic Achievement Metrics</i> portion, above.</p> <p>In December, the Student Support Team (SST) provided training on the SST referral process and Tier 2 and 3 interventions.</p> <p>The impact of teacher professional development is monitored by the Principal, Assistant Principal, and Instructional Coaches by classroom walkthroughs, the use of an evidence collection tool, providing feedback to teachers, and checking of lesson plans. Additionally, job-embedded support is provided to teachers by WestEd, as well as at Faculty Meetings.</p> <p>Job-embedded professional development and support for the Principal is provided by WestEd and by an assigned District Mentor Principal.</p> <p>This year, we have continued to implement the School Administration Management (SAM) process with the National SAM Innovation Project (NSIP). Using the process and the tools provided by NSIP, the Principal is able to spend more time in classrooms, coach teachers, develop relationships, reflect on teacher practice together, and ultimately,</p>

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			<p>improve student achievement. This is a scientifically research-based program that has been proven to increase student achievement through effective and reflective coaching and support for classroom teachers. Our SIG Program Coordinator served as our SAM, working closely with the Principal and deliberately scheduling her time, so that a majority of the Principal's time is spent on instruction. The goal for the Principal's time spent on instruction is 51%, which has been scientifically proven to be the optimal amount of time for improvement of teacher practice and student achievement.</p> <p>Next steps: Per recommendations from the DTSDE review (2017-2018), we plan to:</p> <ul style="list-style-type: none"> • Continue to monitor instruction by: <ul style="list-style-type: none"> ○ consistent monitoring of the quality of lesson plans - with timely, actionable and descriptive growth feedback; ○ evaluation of the enactment of planned lessons; ○ scheduled targeted walkthroughs to ensure all teachers implement and achieve the instructional expectations (ie: HOTS, student talk, checks for understanding and feedback); and ○ "real-time" support through coaching, embedded PD and peer support opportunities to guide teachers in improving their craft. • Develop and use a data collection tool to monitor the effectiveness of professional development <p>Expected impact is that teachers will improve teacher practice, and subsequently, increase student achievement. See attached Professional Development calendar.</p>
5.	Providing support to students and families	Yellow	<ul style="list-style-type: none"> • The September, October, November and December Parent Teacher Organization meetings were held at the school. • Parent Teacher Conference night was held on November 16, 2017. Parent attendance was 110 people. We had high school students from International Preparatory High School as interpreters for our ESL families, and we plan to continue that practice going forward. We have scheduled the last meeting for February 8, 2018. We specifically focus on student data and ways parents can support the learning at home. • The attendance at our Holiday Sing Along in December was 125 parents. • Character Counts initiative-- The Character Counts initiative was rolled out fully in September, and we continue to meet with our Character Counts coach on a monthly basis. We plan to continue to celebrate student growth and success with our "Strong Side" assemblies, which are held every other month. The Character Counts coordinator meets with our PTO president each month to coordinate Professional Development opportunities for parents. • WestEd supports the work of Growth Mindset to grow capacity and sustainability. • Student Support Team (SST)--Our SST and our partnerships with Say Yes and Gateway-Longview are in place and they continue to provide families and students support to promote student attendance and positive behaviors. Student attendance has gone from 88.7% in 2013-2014, 90.84% in 2015-2016, 89% for 2015-2016,

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and 89% in 2016-2017. Our Year-To-Date attendance for 2017-2018 rate is 89.6%, so we have not met our goal of 89.8%.

- The Principal meets with the SST, Say Yes, and School Attendance Officer one day every cycle on E Day.
- Say Yes makes home visits to assist parents with paperwork and to meet informally to better assess families' needs. He is a liaison between home and school, meets weekly with each child, and has contact with the student and family monthly. He also conducts SAIG and informal lunch bunch sessions with students on his caseload.
- The Backpack Program (sponsored by the Food Bank of Western New York) provides a weekly distribution of food to 68 students. Foods included are from all 5 food groups, and go home with students on Fridays.

Next steps:

- Per DTSDE recommendations (2017-2018), school leaders and PTO will plan for increased parent-school connection for parents who do not engage with the school. This will include expectations that teachers will connect with parents on a monthly basis, teachers will record both behavioral and academic progress, and giving parents resources to support their children at home.
- DTSDE also recommended that school leaders and the SST develop a system to provide support for student social and emotional needs. The team (school leaders and SST) will ensure these systems are embedded in classrooms and school activities, and provide monitoring and timely feedback to ensure implementation for all grade levels.
- Incentive Night will be held in March for Pre-K to Grade 1 students and the Incentive Night for grades 2-4 is scheduled for June.
- As mentioned above, "Strong Side" assemblies are planned in February and April to include families in celebrating efficacy.
- Our second Parent Teacher conference night/Interdisciplinary Project is scheduled for February 8.
- We will continue to offer attendance incentives for students and families, and to reinforce the importance of student attendance with parents at Conference Night, PTO meetings, and school wide assemblies.

The expected impact is more parent engagement in school, and parents will have more and better resources to help their children at home, resulting in higher student achievement. It will also result in a safe and effective learning environment.

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 \$256,857 YTD \$82,836 32% @ QTR ENDING 12/31/17	Green	All positions are filled and charging accurately. ELT began on October 11 th and the admin has been when working the program. Professional development has begun and continues to be submitted.
Salaries for Support Staff- code 16 \$2,022 YTD \$331 16% @ QTR ENDING 12/31/17	Green	The position in this fund account was filled on 10/16/2018.
Purchased services-code 40 \$132,900 YTD \$132,795 99% @ QTR ENDING 12/31/17	Green	The money encumbered has paid for WestEd, DTSDE and SAMs. The remaining monies are in a current amendment to fund teacher professional development.
Purchased services-code 45 \$810 YTD \$779 96% @ QTR ENDING 12/31/17	Green	Next Lesson licenses were purchased.
Travel expenses-code 46 \$1,683 YTD \$303 18% @ QTR ENDING 12/31/17	Green	SAMs conference will occur January 25 th and upon return the remaining travel expenses will be encumbered.
Employee Benefits-code 80 \$95,761 YTD \$32,134 34% @ QTR ENDING 12/31/17	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	COMPLETED AT THE END OF THE PROJECT.

* Supporting fiscal documents should be available upon request.