<u>CONTINUATION PLAN</u>
School Improvement Grant (SIG) 1003(g)
2015-16

School:	Burgard Vocational high school	District:	Buffalo City School District
BEDS Code:	140600010101	District Contact:	*Margaret Boorady, Associate Superintendent* *mboorady@buffaloschools.org* *716.816.3536*
Enrollment:	*488*	SIG Model:	*TRANSFORMATIONAL*
Grades Served:	*9-12*	Cohort:	*2*

<u>Guidance</u>: District and school staff should respond to the <u>*Summary*</u> sections of this document by both analyzing and summarizing the key strategies of the 2014-15 school year in light of their realized level of implementation and their impact on student learning outcomes. Collectively, the <u>*Continuation Plan*</u> sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies, as well as their long-term sustainability and connectivity to diagnostic review feedback.

Green	*No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.*
Yellow	*Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.*
Red	*Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.*

<u>District Accountability and Support</u> (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		The Chief Academic Officer, the Associate Superintendents of School Leadership (ASL) and their staff in the Office of School Leadership (OSL) were responsible for coordinating the district turnaround efforts. This oversight and coordination ensures	The leadership structure that will assume the primary responsibility for district turnaround efforts is organized in the Department of Teaching and Learning. The department leadership team consists of:

| | | consistency and coherency of expectations. The ASLs, each with their own team consisting of a Supervising Principal, Director and instructional coaches assisted with the instructional and operational needs of the schools. This model assisted schools with curricular and instructional needs related to the implementation of the CCLS, school learning walks, grade level meetings, master schedules and budgeting and staffing needs. The OSL prides itself in addressing school needs within a 24 hour period. While this support is provided to all schools, Priority and Focus Schools in the district receive another level of support The Chief Academic Officer, the Associate Superintendents of School Leadership (ASL) and their staff in the Office of School Leadership (OSL) were responsible for coordinating the district turnaround efforts. This oversight and coordination ensures consistency and coherency of expectations. The ASLs, each with their own team consisting of a Supervising Principal, Director and instructional coaches assisted with the instructional and operational needs of the schools. This model assisted schools with curricular and instructional needs related to the implementation of the CCLS, school learning walks, grade level meetings, master schedules and budgeting and staffing needs. The OSL prides itself in addressing school needs within a 24 hour period. While this support is provided to all schools, Priority and Focus Schools in the district receive another level of support The Office of School Leadership also | 1. Chief Academic Officer

2. Associate Superintendents for School Leadership(4)

3. Assistant Superintendent for Curriculum, Assessment and Instruction

4. Assistant Superintendent for School Accountability

5. Assistant Superintendent for Special Education

The Office of School Leadership, namely the four associate superintendents for school leadership, assume direct responsibility for leadership development of priority school principals and their school leadership teams. The responsibilities include direct monitoring of the turnaround efforts and the evaluations of school principals. Performance management reports, SIG grants, DTDSE recommendation review, and the quality of school improvement efforts are critical components of the work of this office.

The Offices of Curriculum, Assessment and Instruction, School Accountability, and Special Education also are intricately connected within the Teaching and Learning Department, and each contributes to the coordinated district effort to improve student learning and |

provided liaison support to each of the EPOs as directed by the Vice President of Student Achievement, Board of Education. This support is collaboratively defined by the EPO Superintendents, the Vice President of Student Achievement, and the ASLs and aligned to the expectations and supports that the district has for schools that are involved in the turnaround efforts. All district services were available to the EPO's as provided for in the EPO contracts.

Additional oversight and support for the low achieving schools included the provisions for extended learning time, summer school, a credit recovery program for seniors and the STAR Academy for overage students with fewer than five credits. These district wide supports are designed to assist all schools in meeting their school based turnaround efforts.

In addition to these services, the continued support of staff from the OSL will include the realignment of a position that OSL was unable to find successful candidates. The vacant position was a Studying Skillful Teaching Support Teacher.

The district did hire the Multilingual Support Teacher. The purpose of that position was to continue to build teacher capacity and provide follow up support for the professional development in identified areas of need.

achievement. The Office of Curriculum and Instruction defines the viable curricula based on Common Core State Standards, district level assessments, and teaching practices that are most likely to result in achievement gains. Professional development efforts are also planned and supervised by this office. The Office of School Accountability takes responsibility for the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and evaluation efforts. The Office of Special Education monitors compliance with federal and state regulations for the education of students with disabilities and works closely with the other offices to plan and modify instructional practices.

Working as one unit, the Department of Teaching and Learning is led by the Chief Academic Officer, who sets systems and structures in place to guide all initiatives and works with all offices to set priorities, establish systems to achieve them, and monitors quality of all efforts.

District and schools work in tandem to establish roles and responsibilities of school- based instructional coaches, Title I reading and math specialists, professional development for teachers and school leaders regarding Common Core implementation, data-driven instructional practices, and evaluation of teachers. School learning walks, grade

14% of the District's English language learners (ELLs) are enrolled in our priority schools. The District contracted with Pearson Education to provide Sheltered Instruction training to both administrators and teachers at priority schools. The Multilingual Support Teacher is a certified trainer in Sheltered Instruction and provided support via site visits, co-planning, modeling lessons and analyzing data. The support teacher collaborates with District and school instructional coaches to gain a thorough understanding of the eight components of Sheltered Instruction and delivering lessons that incorporate elements of the eight components. The support teacher worked with teachers to help them use the elements in their district adopted curricula. The support teacher collaborates with the Multilingual Department to deliver staff professional development and follow up to ensure consistent implementation of research based practices that will improve student achievement.

The addition of two .4 FTE math and ELA teachers assigned to the CTE department supported individual CTE programs at priority schools. The math and ELA support teachers provided on-site support in the CTE classroom to oversee math and ELA integration as required by NYSED CTE certification process. This teacher is the teacher of record for either math or

level meetings, master schedules, staffing and budgets are also guided by this department.

Priority school principals will meet monthly, separately as a group, with associate superintendents to address their specific needs and ideas toward improved collaborative efforts to improve teaching and learning opportunities in the schools and to continuously share practices that are working at various schools.

Tenet 2 is the primary work of the Office of School Leadership. Tenets 3 and 4 are the primary work of the Office of Curriculum, Assessment and Instruction. Coordination is key, and that occurs on a regular and continuous basis. The District's "Big Rocks" continue to frame the overall efforts of the department and permeate the work of the schools. The District's "Three Big Rocks" for Instructional Leadership encapsulate the district's theory of action and are:

1. Visiting classrooms daily and providing teachers with feedback.

2. Leading effective grade level/subject common planning meetings.

3. Using data to drive instructional

4

ELA. Students are now able to obtain the 4th year of ELA and/or the 3rd year of Math credit through their CTE program. Additionally the support teachers provided technical support in the administration of industry / technical assessments.

An ELA portfolio has been developed that is utilized in both Junior and Senior years. The support teacher along with the CTE content area teacher utilizes a series of assignments within the portfolio to develop ELA skills that are aligned with and embedded in the CTE curriculum. Through a series of assignments the student gains expertise in the area of ELA that will help them to be college and career ready. The portfolio includes but is not limited to resumes, job applications, and research articles specific to the CTE content area. This is directly related to the Business curriculums at Riverside, South Park, Bennett and Lafayette schools. For example, web design, requires students to develop a website at the professional level. Additional portfolio assignments include, Technical reading and writing within their CTE area, mechanism descriptive reports using power point, problem solving and solution papers which helps students to prepare for their industry specific internship. After completion of the two year portfolio, this allows the students to earn the fourth year of ELA credit as well as

practices.

The individuals responsible for providing direct oversight and support to the priority schools include the staff of the Office of School Leadership. This includes four associate superintendents, two directors, two supervising principals, three instructional specialists, and one supervisor of school turnaround. All others in the department support their efforts.

Principals who participate in the Transformation Leadership Learning Network (TLLN) as part of their SIG plans are supported by the associate superintendents. The district SIG continues to offer priority school principals the opportunity to attend the Harvard Turnaround Leadership Conference. Associate superintendents offer onsite coaching to priority school principals. The Office of School leadership continues to act as liaison to the EPOs as directed by the Vice-President of Student Achievement from the Board of Education. This support is collaboratively designed and agreed upon by the EPO superintendents, the vice president of the BOE, and the associate superintendent for school leadership. All district services are available to the EPOs as outlined in the EPO contracts.

Summer school, and other enrichment experiences in partnership with

give them the ELA skills necessary to be competitive in the world of work or post secondary education. Upon completion of this portfolio, the student have met the rigorous qualification to obtain the 4th year of ELA credit.

The purpose of the ELA credit is to ensure that students are allowed to stay in their CTE area and not be dropped from the CTE program when they are unsuccessful in a traditional ELA classroom. This support allows us to increase the school's graduation rate while giving the proper credit, maintaining student attendance and keeping the students engaged in the area they specifically identified as an area of interest.

The purpose of the .4 FTE Math support teacher works directly with the CTE content area teacher to identify, via a rubric all math skills embedded into the current specific CTE content curriculum. The rubric is specific to the CTE course which then rates each student on their math ability in each identified area. (attached) For example, in the auto technology course, the process of aligning an automobile, the math skills are identified for that procedure, such as angles, circle geometry and trigonometry.

They identified projects, classroom activities and when required provide individual remediation on key math concepts increase

community- based organizations, as well as curricular programming guidance for extended learning day programs, are all part of the department responsibilities.

In addition to these efforts, the district SIG resources will be devoted to a multilingual coach, who will support the work of ESL and bilingual teachers to build their capacity to differentiate instruction and utilize Sheltered Instruction Protocols. More than half of the priority schools have high populations of students who are new English learners. The district must continuously upgrade teacher practices to assist these students, many of whom are refugees with limited educational opportunities in their backgrounds.

District SIG resources will also be utilized to allow 3 administrators to attend the School Turnaround meetings and 6 to attend ongoing DTSDE state-level training.

In 2015-16, directors and supervisors of core subject areas will offer five days of professional development to all Buffalo Public School teachers in grade level cohorts to strengthen their understanding of best practices for implementation of the Common Core State Standards. This professional development experience will take place during the regular school day and will be led by the Office of Curriculum, Assessment and Instruction. Instructional coaches will participate in

		a students math skills.	monthly professional development on research-based instructional "best practices" to continuously hone their skills, and turnkey essential learning to teachers at the building level. Instructional coaches will then provide follow up at each building, including discussion at grade level meetings and in-class modeling of techniques and strategies.
		Assessments	
		Additionally, the math and ELA support teachers act as a second set of eyes working through Infinite Campus to ensure that the students are sequenced in not only in the CTE program but all academic areas as well. They work directly with school's guidance department to troubleshoot and identify areas of need and support to ensure students achieve their CTE endorsement and graduate on time.	
		Teachers administered the pre and post industry assessments which lead to New York State Technical Skills Endorsement. The pre-test administered in the Fall of Senior year gave the support teacher and CTE teacher data to inform them on areas of need for the students not only in their CTE specific course but as it relates to their academic skills required for successful completion of the course.	
		Studies have shown that students in CTE are engaged in their education are less likely to drop out, graduate at a higher rate than their academic peers, go on to post-secondary education/training and are still enrolled in post-secondary/ training six months after graduating which is the highest indicator for college success. (Partnership for 21st Century Skills, March, 2011).	

		In February of 2015, the instructional coaches were reassigned to their respective departments in Curriculum, Assessment and Instruction. In March of 2015, one of the ASLs was promoted to Chief of Strategic Alignment and Innovation. Currently, two ASL positions are vacant.	
ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.		The Chief Academic Officer, the Associate Superintendents of School Leadership office (ASLs) and their staff in the Office of School Leadership are responsible for coordinating the district turnaround efforts. The Chief Academic Officer guides and directs the roles/responsibilities of the work in both the OSL and former Office of Strategic Alignment and Innovation (this office was dissolved into the OSL) in all areas. This oversight and coordination ensures consistency and coherency of expectations. The ASLs provide leadership to the Office of School Leadership, each with their teams, consisting of a Supervising Principal, Director and instructional coaches who assisted with the instructional and operational needs of the schools. This model assists schools in curricular and instructional needs related to the implementation of the CCLS, school learning walks, grade level meetings, master schedules and budgeting and staffing needs. The OSL prides itself in addressing school needs within a 24 hour period. While this support is provided to all schools, Priority	The provision of high quality accountability and support that characterizes the Department of Teaching and Learning operates in the following manner: Chief Academic Officer: Directly supervises the work of the associate superintendents for school leadership and the assistant superintendents for curriculum, assessment and instruction; school accountability; and special education. Weekly meetings are established with specific agendas to inform, review and comment, solve problems, assign responsibilities, and plan for specific activities. This includes identification of priorities, topics for principals' meetings, response to DTSDE reports, review and comment on documents prepared for accountability (out of time schools; phase-out plans; phase-in plans; SIG plans), curriculum and

| | | and Focus Schools in the district receive another level of support.

The OSL's primary role is to provide support and leadership in order to improve student achievement. Learning walks conducted by teams gathered information and made observations to inform a Differentiated Support Plan that outlines the supports that were provided to the Priority School specific to the Tenets in the DTSDE reports. These plans are reviewed and updated on an ongoing basis. As a result of the ongoing support for schools, the district's "Three Big Rocks" which are embedded in the daily work of principals and consultant partners represent the collaborative effort to improve schools. The specific actions of the principals include:

1. Leading Grade Level Meetings and Common Planning Time and weekly Instructional Leadership meetings.

2. Visiting classrooms daily to monitor instruction and provide feedback.

3. Using the DDI process to drive instructional planning and re-teaching.

The individuals responsible for providing oversight and support to our lowest achieving schools (improving schools) are | assessment (assessment calendar and design of system; curriculum documents; review of state initiatives and regulations; professional development plans; instructional coach network plans), monitoring of DCIP and DE responsibilities, and all unique issues related to the education of students with disabilities and English language learners.

Associate Superintendents for School Leadership:

Directly supervise and evaluate the work of the building principals in all matters related to school improvement and turnaround; act as the advocates for school leaders at the district level in all matters pertaining to teaching and learning; request services from colleagues within the department to resolve problems, activate initiatives, support efforts, and improve practices in support of schools. Directly supervise the work of the supervising principals and directors in the office to respond to needs of principals and communicate as needed; directly supervise the work of the SIG supervisor and instructional specialist to monitor the implementation of all SIG plans |

9

		the ASLs assigned to that school and their support teams. Together with the Superintendent and the Chief Academic Officer, school turnaround efforts were monitored, supported, and modified as needed to improve student performance. Priority Schools in the district receive these additional services and supports:	and review the performance management reports. The associate superintendents have the major responsibility for the leadership tenet of the DTSDE; they are directly involved with the day-to-day work of the principals and their efforts to improve student learning experiences and achievement through committed and enlightened leadership. Associate superintendents spend minimally one half of each school day in buildings working with principals and leadership teams.

- ASLs and their teams held monthly meetings with individual principals to review and monitor the implementation of their SIG through mid-cycle checks on the Performance Management Report

- "Reality Checks" for Priority Schools through the Transformational Leadership Learning Network

- Professional Development on the Common Core Learning Standards (CCLS)

- On-site coaching services

- Professional Development on data-driven instruction

- Provide on-site assistance in the implementation of SIGs and SCEPs

- Additional services and coordinated efforts of the Curriculum,

Assistant Superintendent for Accountability:

Directly supervises the work of those personnel assigned to the office that perform the work of the APPR, DTSDE reviews, state assessment processes, program evaluation, and data analysis. The assistant superintendent works directly with NYSED on the matters related to the responsibilities of the office and collaborates with the associate superintendents for school leadership and the chief academic officer to ensure compliance and quality of effort. Monthly updates are provided at principals' meetings, and regular presentations are made to the Board of Education's Student Achievement Committee. The

Assessment and Instruction team, special education support, and the student support division as needed.

The Office of School Leadership also provides liaison support to each of the EPOs as directed by the Vice President of Student Achievement, Board of Education. This support is collaboratively defined by the EPO Superintendents, the Vice President of Student Achievement, and the Chiefs of School Leadership and aligned to the expectations and supports that the district has for schools that are involved in the turnaround efforts. All district services are available to the EPO's as provided for in the EPO contracts and upon request.

Additional oversight and support for the low achieving schools included the provisions for extended learning time, summer school, a credit recovery program for seniors and the STAR Academy for overage students with fewer than five credits. These district wide supports are designed to assist all schools in meeting their school based turnaround efforts.

BCSD has invested heavily in Research for Better Teaching's Studying Skillful Teacher Course. To date, 240 BCSD teachers will have completed this course. Per course evaluations, teachers have rated this course as highly meaningful to their professional

assistant superintendent explains accountability rules and processes to all district personnel and to the BOE. Data collection, review and reporting is a major responsibility of this office.

Assistant Superintendent for Curriculum, Assessment and Instruction:

Directly supervises the work of all discipline based directors and supervisors, and has direct responsibility for Common Core State Standards implementation and the implementation of quality professional development experiences for teachers. This position brings critical program information, relevant issues and recommendations to the Department of Teaching and Learning meetings and planning sessions. DTSDE recommendations and district and building priorities are incorporated into learning walks that provide professional feedback to building leadership teams. This effort is coordinated among all other divisions of the department. Curriculum and assessment design, advocacy for use of effective instructional practices, and networking with building-based instructional coaches are key responsibilities of this office. All divisions of this department are

11

		practice.	dependent on the work of this office for viable curriculum, useful assessments for data-driven inquiry and action, and professional development. All critical issues are considered by the department and shared collaboratively. Assistant Superintendent for Special Education: Directly supervises the work of the directors in this division to oversee, support and advance learning for students with disabilities. Compliance, legal, and process issues are critical to the work of this department, as well as the introduction and advocacy of specialized instruction to accommodate the learning needs of identifies students. The assistant superintendent works closely with the remainder of the department on issues of staffing, placement of programs, quality of instruction, and compliance. This office also has a regular interface with NYSED related to ongoing issues related to special education programming. Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted to resolve issues. The Chief

| | | | Academic Officer is responsible for the oversight of all of the offices, and regularly communicates with each division leader. The Chief Academic Officer attends all principal meetings and engages building leaders in discussions leading to improved practices. Small group meetings are held on timely topics for input and feedback. The CAO also brings critical matters to the superintendent of schools on a regular basis. A summer planning session is held to coordinate calendars for the school year, decide on priorities, and plan for critical work in a collaborative and coordinated fashion. As needed, the department leadership works with other departments as needed on topics that cross over into other areas, such as federal consolidated grants, extended learning time, and financial resources. The Say Yes program is also involved with the department on key initiatives. |

Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services		**District Partners** **Scholastic, Inc.** Leadership Training and Development: School Leadership Teams (SLT) will	**District Partners** BPS will build the capacity of its district staff to provide consistent support in the 2015–16 school year via instructional coach training with American Institutes for

to be provided and the role they will play in the implementation of the new school design.*	receive training from Dr. Sue Szachowicz, former principal of Brockton High School.Scholastic, Inc. consultant, Dr. Sue Szachowicz is a turn-around leader that has seen significant change in graduation rates at her former Massachusetts high school. That has been sustained over 10+ years. The Buffalo City School district will provide leadership training for the team to: • Focus on school-wide strategy of writing • Implementation and monitoring strategies. The team will develop a professional development schedule that includes: • Writing strategies • Content area literacy • Unpacking the Common Core Learning Standards in the content areas • Data Driven Inquiry (DDI) based on 2014-15 NYS ELA and Math data • Scheduling writing assessments school-wide. **American Institutes of Research** Principals expressed interest in receiving support for implementation of the Common Core State Standards and to improve instruction in their schools. They specially identified the need to reengage the instructional coaches in their schools with staff from the Office of Curriculum, Assessment, and Instruction for ongoing support and professional development. In response to this request, BPS would like to	Research (AIR) during June and July, 2015. School Leadership Team training will continue via Scholastic, Inc. in July and August 2015 which will enable the schools to develop a plan of action that can be implemented at the beginning of the 2015-16 academic year.

build the capacity of its district staff to provide consistent support in the 2015–16 school year.

BPS requested assistance to support principals and instructional coaches in the 37 K–8 schools that have Title-I supported instructional coaches as well as assistance to build the capacity of district staff to provide ongoing instructional support to the schools. AIR is prepared to offer 3 training sessions with no more than 26 people in each session for the principal and instructional coach at each of the K–8 schools as well as training for district staff who will be responsible for supporting these schools in the 2015–16 school year (see Table 3). In addition, the leadership coaches assigned to the eight schools that AIR currently supports will provide further coaching support following the training. Additional training will be provided following the end of the school year in either June or July.

Alfred State /Advanced Manufacturing Program –
The purpose of the the Advanced Manufacturing Program at Burgard High School is to provide training, support, and college accreditation to our students allowing them to be ready for employment in industry. The (identify the partners?) partners have the needed financial and educational resources that we sought in

15

making Burgard a destination for students looking to gain a strong academic and career and technical education (CTE) that will bring them success in the expanding manufacturing industry. The partnership has a large influence in the Great Niagara Region, and offers us a link to an expanded network of industry experts and educators. The partnership with Alfred State College offers us access to a leading CTE institution that will serve to improve and give further credibility to our current CTE curriculum and ensure our students are college and career ready.

Program- This program is an early middle college program at Burgard High School for students in advanced manufacturing careers. (site examples of careers in this field) It will provide students with an Associate's degree from Alfred State College upon completion of a fifth year of school. It will further provide Burgard students with the possibility of summer internships in manufacturing.

There are several partnerships embedded within this program:

Alfred State –SUNY (State University of New York) College of Technology—academic lead
 Say Yes Buffalo—tuition credit
Dream It/Do It—employer connection
SUNY Foundation/REDC—seed funding
Buffalo Public Schools—facilities and faculty
NYS Dept. of Labor—summer internship and full time jobs

Alfred State /Advanced Manufacturing Program –
As our partnership enters year 2 of the MOU, the following implementation tasks will take place:

July 2015 – Students to participate in the program will be chosen based on interest and academic performance in the freshman year. These students will take part in summer program for AMP. Our goal is to identify 23 students for each of the three programs. The summer program is to include the completion of 0.5 credits in health education and extra support in mathematics and ELA.

October 2015 - Continued Recruitment. All recruitment tasks from previous year are to be repeated.

November 2015 - Implementation of Alfred Curriculum is expected to begin in November of 2015. AMP shop classes are expected to move at an advanced pace compared to the traditional Burgard vocational classes, allowing for the delivery of extra material.

Full School Year - Regular meetings will be conducted including Burgard staff and administration, Alfred staff, and the partners to ensure that implementation is proceeding according to the timeline, with fidelity, and with student success. Adjustments will be

Mayor's Office of Youth—summer internship
Employers—jobs, sponsorships and advice

Summary of 2014-2015
During this past year, the following tasks were accomplished:

Recruitment at the elementary school level – Road shows and High School Ahead (HSA) counselor in-services were conducted to make elementary school students in BPS aware of the program. HSA applications jumped from 132 in the 2013-14 school year to 517 in the 2014-15 school year.

Students recruited for the 2014 Cohort were introduced to the details of the program in three waves. First, the entire cohort was given an overview of the program as a large group. Second, students were broken into smaller groups based on academic progress and given a more detailed explanation. Third, students expressing a strong interest were given hands-on experience in all three programs during a day of non-attendance.

Instructor recruitment and training – Instructors for the initial cohort of the program have been training with Alfred Instructors to deliver, with fidelity, the core elements of the college level curriculum.

What did the instructors teach ansd how

made as needed with the initial cohort.

The Advanced Manufacturing Program will implement a summer school program (July/August 2015) for CTE students selected to participate in the program next year. Additionally, Alfred will renovate the Cad-Cam and Welding labs and implement a city wide advertising program to promote Burgard and the Advanced Manufacturing Program.

We will also modify the CFM (Career and Financial Management) course to allow grade 9 students the ability to rotate through each of the 3 shops; Auto, Cad Cam, and Welding. The fourth rotation will consist of a CTE Shop Math Curriculum to improve student math skills as it relates to division, fractions, measuring, etc. Teachers will continue to collaborate with Alfred State faculty members on curriculum and instruction.

were they seldcted?

Facilities – Shops have been inspected to ensure fidelity of curriculum, Alfred has been given space in Burgard to deliver services. What do you mean by fidelity to the program? Identify the services Alfred is delivering.

Regular meetings have been conducted with Burgard Administration, Alfred State, and the partners to insure implementation is on schedule and completed with fidelity.

Research for Better Teaching,(RBT), Studying Skillful Teacher Course -
Rationale- RBT's Skillful Teacher training has provided our teachers with a means to improve instruction, manage classrooms, make concepts clear and accessible to students, plan power-packed lessons, communicate high expectations, and use formative assessment data, daily, to inform teaching and learning.

13 teachers were trained this school year.

National School Administrator ManagerHow will the Innovation Project-
Rationale- The SAM Innovation project was a vital tool in providing administrators with improved time management and tracking that was meant to lead to increase time spent in classrooms as instructional leaders during the 2013-2014 school year.

Unfortunately, during the 2014-2015 year, it

Research for Better Teaching- Skillful Teacher Training-
14 Burgard teachers will be trained in the Skillful Teacher course work providing uniformity throughout all content areas.

National SAMs Innovation Project-
Although the SAMs Project was not utilized last year, it will be utilized during the 2015-2016 year since a Principal has been

Commented [B1]: Identify the frequency of meetings.

Commented [B2]: Identify how the Partners measure "fidelity" to the program.

Commented [B3]: How many teachers?

Commented [B6]: How will the teachers be identified to participate? Identify

Commented [B4]: Did 13 teachers complete the training?

Commented [B5R4]: Identify the impact on instruction as result of this training.

18

		was not utilized as the district was seeking a principal.	named. The **SAM** Innovation project will be a vital tool in providing administrators with improved time management and a tracking system that will lead to increase time spent in classrooms as instructional leaders during the 2015-2016 school year. This program continues to be critical to the district initiative surrounding increased classroom visitation time for administrators. Services- The National SAM Innovation Project will continue to provide baseline data collection and analysis (shadowing and surveys) to ascertain the initial amount of time spent in instructional leadership. Administration will begin to utilize the Time Track tool on a daily basis. Training for the SAMs/principal team will be provided. The SAM team will streamline school wide systems by improving the school's first responder system.
		PLC Associates- DTSDE Review (Diagnostic Tool for School and District Effectiveness) Rationale- PLC Associates provided us with the opportunity to receive feedback from skilled professionals based on our school turnaround initiatives. They helped us self-monitor and implement needed action plans regarding school improvement based on the tenants of our DTSDE report. Services- PLC Associates lead the DTSDE review and provided feedback regarding the aforementioned.	**PLC Associates- DTSDE Review** Rationale- Once again, PLC Associates will provide us with the opportunity to receive feedback from skilled professionals based on our school turnaround initiatives. They will help us self-monitor and implement needed action plans regarding school improvement based on the tenants of our DTSDE report. Services-

19

Say Yes to Education!-
Rationale-The Say Yes to Education initiative not only gives students financial assistance in applying to college, but also provides inspiration and supports throughout completion of their degree program. As we continued to work on improving upon our graduation rate, we utilized our family specialist to assist in providing families with supports that would result in better avenues for our students to explore beyond our walls and succeed.

Services- We continued to partner with Say Yes! to provide opportunities for preparing students for college. A facilitator joined our staff and helped to plan events and opportunities along with our counselors. We held several parent events in the Fall and Spring regarding college applications and FAFSA (Free Application for Federal Student Aid) completion.

Math 180-
Rationale- Math 180 was expected to assist in the remediation of current and entering Freshmen students that arrive ill-equipped for high school level expectations. Further support and focus is necessary to grow student achievement and readiness.

Services- We purchased continuing licenses for the program. Math 180 was expected to continue to provide training to math instructors in the fall and provided support throughout the year in the form of site visits.

PLC Associates will lead the DTSDE review and provide feedback regarding the aforementioned.

Say Yes to Education!-
For the 2015 – 2016 school year the "Family Support Specialist" will work with Erie County Department of Social Services as a preventive service provider for up to 8 families. This person would spend most of their time in the field. In addition; the facilitator has begun to lobby to bring mental-health related services to our school in order to address the socio-emotional needs of our students. Students that struggle with depression, substance abuse, school anxiety and family dysfunction among other concerns, will be referred to our in-house clinic and/or an intensive mentoring program.
An additional student tracking system is being developed. This system will not replace Infinite Campus but is designed to supplement it by including health, social/emotional data and family involved services.

Math 180-
As a result of technical problems, the Math 180 program got off to a late start. However; it is expected that the June data will indicate student achievement and growth mathematically. Next year, students will begin the program in September providing teachers the opportunity to

Math 180 coaches came to our school and provided training for our teachers.

Read 180-
Rationale- Read 180 assisted in the remediation of current and entering Freshmen students that arrive ill-equipped for high school level expectations. Further support and focus is necessary to grow student achievement and readiness.

Services- We purchased continuing licenses for the program. Read 180 continued to provide training to our two AIS (Academic Intervention Strategies) instructors in the fall and provided support throughout the year in the form of site visits. In addition, Read 180 provided training to our ESL teachers so that our ELL students could also benefit from this support.

Summary for the 2014-2015 year
Incoming Data: September/October 2014
136 students were tested during the opening months of the 2014-2015 academic school year. The results are as follows:

13 students (10%) tested "Proficient" or "Advanced" and were removed from AIS and placed in credit-bearing classes.
101 students (74%) tested "Below Basic"
22 students (16%) tested "Basic"

Data as of May 1, 2015
An additional 14 students tested Proficient" or "Advanced" by the end of the first semester and were removed from AIS for

perform a pre-assessment and truly measure growth at the end of the year.

Read 180-
Students have shown tremendous growth with this program. The data indicates students reading skills improved as follows:
125 students participated in the program and 78% had improved Scholastic Reading Inventory (SRI) Lexile (reading levels by grade) scores.
62% met Personal Growth Goals
43% met 2X Goals
285 had improved SRI CC (Common Core) performance levels.

Read 180 Continuation for 2015-2016:
In order to maximize effect, incoming freshman will be tested at the beginning of the year and the lowest half of the population will receive AIS through Read 180 due to staffing limitations.

The Read 180 program calls for classes to be kept at the 15-20 students range and every effort will be made to accommodate for such expectations. This requires small

21

		the second semester	group instruction and intervention.
		125 students are currently enrolled in the program (taking into account proficient removals, drops, and incoming transfer students who have entered our program throughout the year). Our most recent SRI testing (3/11-3/13) results are as follows:	Unlike this past year, materials will be available and ready for student use at the start of the school year.
		77 students (62%) tested "Below Basic" 48 students (38%) tested "Basic" 97 students that have, at one time, been enrolled in the Read 180 program this year, have made growth/gains.	
		According to the program, students are expected to grow approximately 75-100 Lexiles per year.	
		55 of the 97 students that have made gains (57%) increased by more than 75 Lexiles. 44 of the 97 (45%) made gains of more than 100 Lexiles 14 of the 97 (14%) made gains of more than 200 Lexiles	
		The final SRI for 2014-2015 will be given June 11th-13th We anticipate that another 13-15 students, who tested very close to proficient in March, will reach proficiency by June.	
		Does this improve test scores and graduation rates? At this point, we can assume that as students' reading levels and comprehension increase, this will improve their overall	

		performance in the classroom and on assessments. **CCLS alignment** The program itself is strong. It is aligned to the Common Core, meets students at their current ability level, scaffolds for success, provides for differentiation, and the content engages the majority of our students. **Difficulties this year:** One of the challenges faced this year was Materials (rBooks) did not arrive until the end of March. It is difficult to engage students with photocopies.	
ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u>		The 2014-15 District Partners were assessed and held accountable in the following ways: -Monthly coaching sessions (in person, conference calls, webinar) -Email communications -Templates from conferences -Reflections and adjustments made mid – year with the support of coaches and AIR team members -Survey results from staff member regarding the Leadership Team *Alfred State /Advanced Manufacturing Program*	The 2015-16 District Partners will be assessed and held accountable in the following ways: -Monthly coaching sessions (in person, conference calls, webinar) -Email communications -Templates from conferences -Reflections and adjustments made mid – year with the support of coaches and AIR team members -Survey results from staff member regarding the Leadership Team *Alfred State /Advanced Manufacturing*

In accordance to the MOU (Memorandum of Understanding with BPS...
All partners are represented on the advisory committee to address the balance between academics and the workplace on a quarterly basis in October, January, March & May of each year.
All partners collaborate to develop marketing materials. When partner logos were used, permission was required.
Some of the partners were represented at Burgard Open Houses.

Accountability
All partners considered the following outcomes and key performance metrics when determining program success as outlined by NYSED Perkins Indicators (e.g. academic attainment in English and Math Regents, technical skill attainment, secondary completion, NCLB graduation, post-secondary placement (education, employment, or military), non-traditional participation and completion).

Say Yes to Education continued to provide data in conjunction with our guidance and college and career ready counselors. All parties closely monitored student participation and application completion. The Say Yes! Facilitator reported directly to administration and participated in twice a cycle leadership meetings.

RBT Skillful Teacher trainings were monitored by administrators to ensure that the training was applied into classroom instruction.

Program   (AMP)
Each CTE strand (Auto, Machine Tool, and Welding) will have an Advisory Board to assist with decision making as it relates to curriculum, instruction, equipment, facilities, etc. Board members are comprised of business, post-secondary, trade and labor partners as well as representatives of the New York State Department of Labor (DOL) and workforce investment agencies to provide guidance in the Career & Technical Education (CTE) programs.

Advanced Manufacturing Program Accountability
We will maintain the same level of accountability this year as last year's

Say Yes to Education will continue to provide data to be used for accountability, similar to the previous year.

RBT Skillful Teacher

			Teachers in each cohort will continue to receive regular weekly feedback from administration through the schools walk-through tool. All professional development will be logged into the district's PGS system. It is expected that coursework will be reflected in lesson planning and during CCPT planning sessions.
		Read 180 and **Math 180** continued to provide regular data draws to instructors and administrators charting usage, rate of growth in the programs, and benchmark goals. Administration and AIS teachers monitored data on a weekly basis and planned targeted interventions when necessary.	**Read 180 and Math 180** will continue to provide regular data reports in order to measure achievement. The same accountability metrics will be utilized as the year 2014-205.

* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State		**English Language Arts (ELA):** • Strictly adheres to the EngageNY curriculum as directed by district personnel, Julie Romaine, English	Starting in Fall 2014 the Advanced Manufacturing Program will create a two tiered program at Burgard High School: **CTE Enhanced (70-80% of students) Part**

Testing Program.		supervisor. • Included in the curriculum are the mid-module and end of module assessments from EngageNY. • All English teachers met for one-hour four times per cycle to ensure fidelity to District Common Core curriculum guide. • Using the EngageNY lessons as a guide, teachers created Common Formative Assessments (CFA) to determine students' levels of understanding. • Teachers adjusted instruction accordingly based on CFA data. • Students participated in district CFA per English department. • All English III teachers used the EngageNY curriculum to prepare students for both the Common Core English exam and the NYS Regents exam. **MATH:** • Algebra and Geometry followed the Common Core Curriculum from the EngageNY website. • Algebra General teachers created a pacing guide based on the first three CC modules and approved by	**One** • Enhanced Reading/Math 180 or better • 21 Performance Keys to Learning • Summer Internships • Say Yes After School Programming • Dream It/Do It career exploration/tours/presentation • DOL upon graduation • Family support through EOC (parents/siblings) • Industry certified BPS instructors • New equipment • Regents Diploma after 4 years and CTE industry certificates **CTE/Alfred College (20% -30% of students)** **Part Two** • Enhanced Reading/Math 180 or better • 21 Performance Keys to Learning • Summer Internships • Say Yes After School Programming • Dream It/Do It career exploration/tours/presentation • New Equipment • DOL upon graduation • Family support through EOC (Educational Opportunity Center) (parents/siblings) • Regents Diploma after 4 years • Earn college credits for auto and Associates Degree for • • Welding and Machine Tool Technology in 5 years but

		administration.	

administration.

- Algebra R repeaters use a teacher created pacing guide that incorporates both Common Core and NYS Regents Algebra curriculums. Students will participate in both exams in June.

- Algebra G took the district created post-assessment

- Geometry teachers used the mid-module and end of module assessments as a guide and created common assessments for all classes.

- Algebra 2 curriculum followed the district pacing guide and will take the District created post-assessment in June.

- Algebra2/Trig followed the NYS Standards and district pacing guide and will take the NYS Regents exam.

- During common planning, teachers created CFA by subject area and gave them once a cycle.

- CFA data was analyzed and misconceptions retaught to ensure teachers can continue with curriculum.

ELA teachers will continue to implement the Common Core Learning Standards (CCLS) as they administer the district created framework. Adherence to this framework will ensure that the 6 shifts and appropriate literature are addressed throughout the academic year. Grade appropriate high level texts from the CCLS Appendix will be utilized in the coursework.

The instructional coach will monitor compliance with the pacing guide and will report to administration twice a cycle at the coaches' meeting. Administration will perform walkthroughs and provide feedback on lesson plans to ensure compliance with the district CCLS curriculum.

Math teachers will continue to implement the CCLS as they administer the district created framework. Adherence to this framework will ensure that the 6 shifts and appropriate concepts are addressed throughout the academic year. The building will implement the district's new Pathways proposal in mathematics offering students multiple ways to accrue credits in mathematics with placements based on past class performance and testing history.

The instructional coach will monitor compliance with the pacing guide and will report to administration twice a cycle at the coaches' meeting. Administration will perform walkthroughs and provide feedback on lesson plans to ensure compliance with

	• Resources were aligned to implement the Math 180 program. • The math department has provided training in past years to assist incorporating CCLS into every math classroom. **SOCIAL STUDIES:** • Curriculum maps were created for the 2014-2015 school year for Regents courses (Global History & US History) using New York State Curriculum implementing ELA Common Core Skills • CFA's were created and given to students once per cycle so that data could be reviewed • Social Studies Department met 4 times per cycle to review data & plan • Lesson plans were created using pacing guides and data reviewed • Daily student learning objectives were designed to focus on key content taken from out of the curriculum maps • Buffalo Public Schools gave departmental training on implementing Common Core into Social Studies lessons and classrooms. • Curriculum Maps include:	the district CCLS curriculum. AIS will continue to use the Read180 and Math180 programs to continue to build foundational skills in literacy and numeracy. The AIS instructors and administration will review data from the program and review it with the School Leadership Team during the twice a cycle meetings. Social Studies and Science courses will continue to utilize the district guidelines and implement the CCLS for literacy in social studies and science. The science department will continue its use of ISEP (Interdisciplinary Science & Engineering Partnerships) modules throughout the year and continue its partnership with University at Buffalo and other outside aides.

| | | o NYS Social Studies Standards
o Common Core in Social Studies: Literacy & Writing
o Units broken up by time period and content
o key vocabulary
o essential questions to lead student understanding

SCIENCE:
Curriculum used for Regents courses:

• New York State Curriculum in Regents areas of Living Environment and Earth Science
• Buffalo Public School District developed pacing guide, which provided:
  o Eight unit breakdown with approximate instructional time frame
  o Each unit included:
    ▪ Content bands and student expectations
    ▪ Performance indicators and major understandings
    ▪ Essential questions, textbook connections, suggested labs/activities
    ▪ Vocabulary
Curriculum used for Non-Regents courses:
• Buffalo Public School District developed curriculum and pacing guide which provides: | |

	o Four unit breakdown with approximate instructional time frame o Each unit included: ▪ Content bands and student expectations ▪ Performance indicators and major understandings ▪ Essential questions, textbook connections, suggested labs/activities ▪ Vocabulary ▪ Portfolio projects **<u>Processes used to ensure alignment to NYSLS, CCLS, and NYSTP:</u>** • District wide school course pacing guide, scope and sequence and documents were developed to address knowledge and skills as defined by the NYSLS • District wide science training was provided in past years to ensure teachers are currently understanding and committed to the knowledge and skills students are expected to know and be able to do • Past district training was provided to all teachers in regards to incorporating Common Core State Standards into present lessons, with focus on college and career readiness, literacy, rigor, and application of knowledge through higher order skills • Common Planning time was utilized	

		to create common formative assessments that are aligned to very specific performance indicators within the NYSLS • All Regents classes were aligned to NYSLS and all students will participate in the New York State Regents Exam in Living Environment and/or Earth Science as part of the New York State Testing Program • Students enrolled in non-Regents classes will participate in a district developed final assessment	
ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).		Teachers utilized longitudinal data analysis from past NYS Regents exams, that is broken down into NYS performance indicators The data was then applied to developing lesson plans via a backwards by design method specific to the needs of student population Departments developed common formative assessments based on specific performance indicators The collected data was then used to drive instruction Small group work sessions to increase student -talk because research shows if students are in small groups leading the discussion, they are better able to retain the content Teachers shared instructional best practices such as: Inquiry based laboratory lessons	As per the DTSDE report, several strengths and areas for improvement have been identified and will be the focus of this year's instructional strategies. *Planning-* Teachers have been successful in working collaboratively and completing plans that include CCLS objectives. They are also beginning to use Data Driven Instruction (DDI) to analyze CFAs and inform their planning. However, several steps need to be taken to bring the levels of rigor as demanded by the CCLS up to par. The teachers need to continue to develop and ensure that unit and lesson plans include DDI protocols that are appropriately aligned to CCLS and NYS content standards and address student achievement needs. Teachers will design a new and improved

Non-fiction text centered lessons
Ways to differentiate instruction to meet the needs of various learners in the classroom
Model lessons to peers during common planning time

Using the pedagogical shifts:
Teachers engaged in cross-curricular planning to develop and implement text based lessons
Teachers used vocabulary graphic organizers to scaffold instruction
Teacher and students performed think-aloud strategies while completing skill based questions
Spiralled the content to ensure mastery and deep understanding in all subject areas

Plan to accelerate learning in academic subjects

By using longitudinal data analysis specific to the Burgard population we were able to build off student strengths and target specific weaknesses to improve the quality of instruction and limit the quantity of unnecessary information given out to students
Extended learning time was added to the school day (before and after) and offered to all students increasing the quantity of time and the exposure of the content to the students.
Each department received a specific day to administer assessments as to not overwhelm students.
As part of the CFA process, students were asked to meet with teachers as a group in

lesson plan template that better facilitates levels of engagement in rigorous, complex tasks.

Teachers will demonstrate pre-planned questions for complex thinking in lessons. Lesson plans will outline differentiation and effective grouping as determined by data.

Administration will conduct timely reviews of lesson plans using the school developed lesson plan checklist. Teachers in CTE and science will continue to use hands-on learning and student centered problem solving activities, respectively.

Teachers will continue to use Activotes and Illuminate technology to provide instant feedback, and they will note these in lesson planning.

Teachers will utilize highlighting and sections of the Step Up to Writing toolkit to
  o improve student participation in close reading
  o demark text based evidence and to speak and write from sources
  o to approach higher level academic vocabulary

Math instructors will increase the frequency of activities exploring Shift 6: Dual Intensity. All teachers will more frequently utilize small groups in order to align more rigorously to the CCLS than is found in whole group instruction.

		order to provide reflective feedback on misconceptions, future learning practices and lessons/activities.	The instructional coach and administration will monitor and provide timely feedback in regards to the teachers' addressing the instructional shifts and increasing rigor.
		Modified the district pacing guides to best meet the needs of the Burgard population.	
		Pre-created school CFA's as a department and embed them into a calendar to ensure efficient pacing.	Implementation- Teachers will implement a comprehensive system for using formative and summative assessments for short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.
		Consistent grading policies and weighting across all curriculums building wide to increase rigor.	
		Increased administrative assistance to ensure that all teachers are held accountable for engaging and rigorous classrooms.	Teachers will continue to use checks for understanding in classrooms
			Teachers will continue to utilize the concepts of mastery learning in classrooms to create student centered coursework.
			Teachers will continue to create and deliver at least one CFA per cycle.
			AIS teachers will continue to utilize Math 180 and Read 180 data to drive instruction and small group work.
			Instructional coach will meet CCPT teams once a cycle to turnkey the RBT training in DDI.
			CCPT generated data will be shared weekly at the leadership meetings.
			CCPT teams will use data to inform lesson planning.

			Teachers will form individual goals for students and monitor the progress of these goals.
			
			Burgard will utilize the district offered staff developers to receive professional development in CCPT on the following topics:
			  o Lesson planning utilizing criteria for success (CFS)
			  o ActiveInspire
			  o Illuminate
			  o Differentiation
			  o Parent portal of IC
			  o Goal setting
			
			CFM classes will change to allow students exposure to all three CTE programs; Auto, Cad-Cam, and Welding. They will have exploratory activities for every ten weeks with a fourth rotation to include Trade Math such as fractions, division, and measuring.
			
			The schools **school leadership team** will continue to meet twice a cycle to collect and analyze data on all areas of academic, attendance, and behavioral performance.

iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents		*Summary of 2014-2015 School year* Our **Extended Learning Time** program is available to all students. It runs from October to June, Monday through Thursday from 2:45 to 4:45. Some highlights include academic tutoring, homework help, NYS Regents exam prep, academic review, and	*Continuation Plan for 2015-16 School Year* Teachers will be recruited during the first quarter of the school year in order to hire after school instructors to provide additional opportunities to students to academically achieve. The Extended Learning Time

34

| standards for Expanded Learning Time (ELT). | | many new enrichment activities (art, recording studio, automotive repair shop, welding shop, performance/dance, physical education, and healthy snacks). Snacks and transportation are provided. Once a week, during 'Pasta Wednesdays,' students are fed a hot bowl of spaghetti (pasta, sauce, bread and cheese, bowls and utensils are all donated by Burgard staff members). Attendance in the program has been encouraged and reinforced by weekly drawings for rewards, such as movie tickets to the local cinema, New Era gear, and other donated items. The more days one attends the program, the better chance she/he has of winning the drawing.

Core –Area/ ESL, Special Education & CTE teachers recruited to work with students after the school day ended.

Core – Area teachers worked with students helping them with homework, missing assignments, review, make up science labs and test prep.

CTE teachers recruited students to learn and preform hands on in automotive repair and welding.

Twice a week art was offered for students

Extracurricular activities were offered to students once they finished an hour of academic study (examples: recording study, healthy living skills, talent showcase)

Athletic Academic Standards: Coaches worked with administration and ELT | program will begin before the first marking period ends.

Student-friendly incentives will be offered on a weekly and monthly basis to encourage student participation.

Continue to build partnerships with athletic coaches to ensure eligibility and success of all students.

Students' grades in core classes will be analyzed to determine effectiveness

Increase collaboration with community based organizations creating the integration of academics, enrichment and skill development through hands-on experiences. |

	teachers and coordinators to ensure student athletes were attending and getting academic assistance so that they would be successful in the classroom and the field/court ELT was offered to all students who attend Burgard. Some students attended on a regular basis while others attend based upon their own individual needs and schedule. (see Leading indicators LEA summary at the end of report for data) Students had an opportunity to stay with teachers in a small group setting and participate mentoring activities. NYS certified content area teachers instructed ELT and assisted students in reaching their academic goals. Data is used to target instruction for ELT and to target students in need.	
iv. Describe the school's functional cycle of <u>Data-Driven Instruction/Inquiry</u> (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. *(Please see below for additional required information)**	Administrators facilitated common planning meetings focusing on data in order to ensure faculty understand the areas in need of improvement. All teachers received Data Driven Inquiry training from the Office of School Leadership District coaches throughout the month of December during CPT. The purpose of this training was to enhance instructional practices and effectiveness. Teacher leads also participated with the facilitation of the DDI process alongside a group of Bennett High school teachers to ensure authenticity of the process.	Administrators and lead teachers will collaborate and review the June 2015 examination data to determine concepts that require targeted interventions. AIS teachers will then be able to utilize this information to plan lessons and assessments to improve student January test scores and exam passing rates. Throughout the 2015 – 2016 school year teachers will create Common Formative Assessments for content areas and analyze and segregate data for re-teaching of content. Professional development will also be provided on DDI.

		Core curriculum teachers created common formative assessments (CFA's) during common planning time (CPT). CFAs were given every sixth day (once per cycle) and scored by each department. The Data Driven Inquiry process was used to analyze all CFA and Regents data. The teams used this data to determine areas of strengths and weaknesses and to target specific areas of instruction through differentiation, scaffolding and/ or re-teaching of material creating a more individualized course of study for students. All teachers continued to implement and monitor District implemented online benchmark assessments across all subjects and courses this academic year. The benchmark assessments gave additional quarterly data on student performance to drive individual classroom instruction. Data Dashboard was used to analyze formative and summative assessments to improve instruction.	
v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.		The school-wide framework for providing academic, social-emotional, and student support to the whole school population of Burgard High School was primarily operated by the Student Support Team (SST). The SST consists of the School Psychologist, School Social Worker, three Counselors, the Say Yes Buffalo Family Support Specialist, and the Hillside Work -	The creation of the SST Handbook normalized the SST department routines and procedures. The team will be required to meet with the students (12:1:1) weekly to provide counseling, and other supports as needed. A teacher referral form will be available to alert the team to issues requiring immediate attention and/or interventions.

Scholarship Connection Coordinator. Together, they met twice weekly to discuss how their tiered approach supported the students of Burgard High School.

Several operational structures were put into place with the goal to improve academic achievement and student behavior. The Student Support Team used a three tiered approach to assist students to achieve in school. The tiered approach helped students demonstrate behaviors consistent with the school's mission to prepare our students academically, technically, and professionally to meet the challenges and opportunities of the 21st century workforce by maintaining a professional learning community and providing challenging academic program opportunities. The SST worked in conjunction with parents, teachers, and staff to help students improve their grades and behavior in school. They monitored student response to interventions designed to improve academic achievement and classroom behavior.

The Tier 1 or Universal interventions focused on the development of positive social behaviors for all students. It includes the teaching of behavioral expectations and acknowledging students for following the expectations. The school district partnered with Safe and Civil Schools a few years ago, which resulted in our START On Time! Program. Safe and Civil Schools emphasizes that hours of learning are lost every year by students who are late to class. The Start on Time! Initiative helps

The Say Yes Facilitator contacted representatives from Gateway-Longview Family Services to provide mental health counseling for students on a weekly basis.

Hillside will continue to work with the student population selected during the 2014-2015 school year.

Safe and Civil Schools concepts such as Start on Time and Check In/Check Out will be utilized with fidelity requiring staff members to submit monthly reports to administration.

Per DTSDE recommendations, the Student Support team will continue to establish clear written protocols for the school's social and emotional development health program which describe the role of all school stakeholders, and the services offered in the school, including tiered interventions.

encourage students to arrive to class on time. At Burgard High School, music is played for the last minute of passing time so students are more aware of the pending bell.

In addition to START on Time!, every month students were selected by teachers based on academic and behavioral growth to earn the Bulldog of the Month award. Students were presented with a certificate of recognition and a Bulldog pin. Students who achieve Merit Roll and Honor Roll status for a given marking period were awarded with an Ice Cream Social or breakfast, hosted by the Student Support Team. Read 180 and Math 180 are specially designed programs used to improve achievement in reading and mathematics. Students were enrolled in these academic programs based upon past performance on state English and math tests. Extended Learning Time provided after school tutoring and enrichment opportunities for two hours, four days per week.

The Student Support Team reviewed data regarding student achievement and behavior. Students who did not meet a given criteria were referred for a Tier 2 Intervention. For example, students whose overall GPA went down more than seven points from one marking period to the next were referred for Tier 2 Intervention. The Tier 2 or secondary interventions are intended to support students who require additional behavioral support beyond

universal strategies. These interventions included, but were not limited to, Check In Check Out (CICO), Social Academic Instructional Groups (SAIG), Brief Functional Behavioral assessments/Behavior Intervention Plans (FBA/BIP), as well as Check and Connect.

Check In Check Out (CICO) students checked in with an adult at the beginning and end of each school day to receive positive contact daily. In addition, the SST team implemented the Check and Connect for students who need a positive contact with an adult on a daily basis. The primary difference between the two programs is that the adult works with very few students at a time in Check and Connect, instead of having a caseload of up to ten students. This provides an opportunity to work very closely with one student, almost as a mentor to that student. Also, the team found that students did not want to carry their Daily Report Cards around in a high school. Check and Connect does not use Daily Report Cards; rather, the mentor collects data and shares this information with the student. If a student did not respond to CICO or Check and Connect based on data collected over a given period of time, then the SST recommended the student for SAIG and possibly a brief BIP, depending on student needs.

In Social Academic Intervention Groups (SAIG), students are supported in a small group with direct instruction of school-wide

	expectations and/or replacement behaviors. Brief FBA/BIPs are developed for an individual student based on the child's strengths and behavioral needs. If a student does not respond to Tier 2 Intervention based on data collected over a given period of time, then the SST recommends the student receive a Tier 3 Intervention. The Tier 3 or tertiary interventions are designed for students who would benefit from individual support. These interventions include, but are not limited to, Complex Functional Behavioral Assessments/Behavior Intervention Plans (FBA/BIP), Wraparound Services, Say Yes Buffalo Family Support, and Hillside Work-Scholarship Connection. Complex FBA/BIPs are behavior plans developed by a team of individuals that are based on the child's strengths and behavioral needs. Wraparound Services provide a team to support the youth's success is selected by the student and his/her family. This team met to develop an intervention and support plan to the student's behavioral needs. Say Yes Buffalo Family Support provides intensive social, emotional, and academic support to individuals in need of coordinated support systems for the home and school. The Hillside Work-Scholarship Connection provides selected students who are identified as at-risk for dropping out of high school (i.e., low SES, poor attendance, failing grades, high suspension rate) with life	

| | | skills, job training, individualized academic support, and college preparation support.

In addition to the interventions stated above, the Student Support Team provided support to students in crisis. Crisis interventions included working individually with a student to de-escalate a given situation; contacting parents to discuss student behavior and offer suggested interventions that can be administered at home and at school; helping a student manage conflict between the student and his/her peers, teachers, parents, and/or administrators; visit student homes to provide support to the family of an individual who is struggling; establishing a regular schedule to meet with a student for counseling; and many other situations. Several of the Student Support Team members have been trained in Restorative Justice, and have used those principals when providing assistance to those students in crisis. | |
|---|---|---|---|
| vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs. | | There are many procedures in place at Burgard High School to maintain a safe and orderly school climate. When a student is removed from a classroom setting for class disruption, they are brought to the In-School Suspension (ISS) room for the remainder of the period. Students who are late to class also report to the ISS room for that period.
 Students are allowed to quietly work on any assignments they may have on them. The expectation in the ISS room is that students are not to be using any electronic devices or | For the 2015-2016 school year the master schedule will be changed to reflect a stable daily schedule with 8 periods. The previous schedule allowed students to have gaps of non-instructional time on alternate days. The new bell schedule will mean more time on task and instructional time for students. This will help to ensure students are provided with instructional periods all day and help to eliminate gaps of time between days. The ISS room will be utilized to deter inappropriate behaviors and reduce hallway traffic due to tardies. Students late to school |

socialize with other students during the time they spend in the room.

Work is collected for the students so they can complete their assignments for that day. These assignments are collected at the end of the day and placed in teacher mailboxes.
It is understandable that students placed on this end of the room will come in angry and upset. They know they will be spending time in the room and will sometimes enter loudly, expressing their frustration. To help de-escalate the situation, each student is calmly told they are entitled to a conference to address the write-up and how long they will be in the ISS room. After each student fills out a blank schedule so work can be collected for them, a private conference is held outside of the ISS room to discuss the behavior.

Each week, all the attendance records are summarized into a master spreadsheet for data analysis.

Professional development was offered to the faculty over the summer in Restorative Justice which revolves around de-escalation strategies.

Positive Reinforcements
Each Marking Period, the **Top 10 Academic Leaders** are displayed in the main hallway with a framed 8x10 portrait, name and grade point average as an acknowledgement of outstanding academic accomplishment. This tribute creates a

periods 1 – 3 are admitted to class immediately with a pass from the attendance office.

Grade level meetings will be held each marking period to not only inform students of BPS and school policies, but to also allow students with the opportunity to receive pertinent school information.

Security officers will be housed on each floor enabling them to have immediate access to classroom problems on each floor.

Attendance and academic achievement incentives will be made available to those students who have shown growth and/or excelled academically or improved attendance. We will also celebrate successes with daily announcements, bulletin board announcements and grade level celebrations for perfect attendance, merit roll, and honor roll students.
Parents will also be invited to attend these celebrations.

During April 2015, we changed one of our procedures for the ISS room. Previously students arriving to school late would be placed in ISS. We began to give students a pass to class if there were more than 30 minutes of instructional time left. This gave students the opportunity to have more time on task. We will continue this practice next year and begin a detention policy so that students will be allowed to go to classes with a detention slip or receive a detention slip

		sense of prestige in relation to academic success and serves as a standard others strive to achieve. Each Marking Period, the **Honor Roll & Merit Roll** students are rewarded with a celebration (ice cream social, breakfast, etc.), a certificate of accomplishment, and a bulldog pin for students achieving honor roll. A full list of honor/merit roll students is exhibited in the main hallway near the Top 10 display. The **Bulldog of the Month Award** is a brand new initiative this year. Every month, each teacher can recognize up to 5 students for various reasons (grades, test performance, homework, classroom participation, most improved, attendance, etc.). Award recipients attend a monthly celebration, receive a certificate detailing the teacher and reason, have their name publically displayed both near the teacher's classroom and in a central location, and receive a positive phone call home. This provides teachers another outlet to reward academic achievement, leadership, and the modeling of positive behaviors. It can also serve to encourage those who have not yet reached their potential but have begun showing positive characteristics. In just the first few months of the initiative, students became acutely aware and very excited about the program, stopping to see if their name was on the list this month.	from the teacher. Additionally the Burgard Student Handbook will be created to provide students with information on the school policies and procedures as well as the BPS Code of Conduct. This will allow students to be responsible for adhering to the policies and accept consequences.
vii. Describe the formal mechanisms and informal strategies for how the school encourages parent/family involvement and communicates to support student learning, and how it will gauge		We have continued to meet monthly with our Site Based Management Team (SBMT). The team has put together several events for the 14-15 school year that has	In August 2015 we will host a Student/Parent Orientation for incoming 9th grade students. Parents will have the opportunity to meet administration, school

parent and community satisfaction.

increase parent involvement and we continue to monitor the gap in academic achievement. We have actively tried to recruit parents to become active in our SMBT, our health fair and our spaghetti parent conference night. With the help of our parent facilitator we have continually reached out to parents through phone calls and mailings.

*October-
We had our **Advanced Manufacturing/ Parent Portal Night.** We held an evening session for 7th & 8th graders and their parents to come and hear about on new Advanced Manufacturing &CTE Programs. We also had an in-service to teach our parents how to use the Infinite Campus parent portal and shared our course outlines and our teacher contact information. Say Yes and Hillside were both there to meet with parents and their families.

*December-
1st Semester **Report Card Night and Family Spaghetti Dinner**. The school community came together to share with parents an informal spaghetti dinner and meet with their children's teachers individually. Wegman's gift cards and New Era clothing were included in our door prize raffle. We also included Hillside, Say Yes and had our Parent Facilitator present.

*February-
Burgard was chosen this year to host the **BPS Scholarship and Career Fair**. Over 500 students and parents attended to this event

counselors, SST, Security, and lead teachers. This will provide us with the opportunity to disseminate important information, view student schedules, and learn about the CTE programs. They will also have the opportunity to tour the building and ask questions.

A "Welcome Back to School" letter will be mailed in August and will contain important dates and information for parents and students.

Parent/teacher conferences will be held as needed, and especially for academic, attendance, or BPS Code of Conduct infractions.

We will continue to meet monthly with our Site Based Management Team to implement our 2015-16 school year plan to continue to increase parental engagement and communication to support student learning and close the gap in academic areas. We will actively recruit parents to become active in our SMBT and other school activities.

The two Open House events will once again be the Advanced Manufacturing Parent Portal Night and the Parent/Teacher Conference Night and Family Spaghetti Dinner. We will also include our community partners and stakeholders.

Advisory committees will be selected for each of the CTE areas and monthly

		and have the opportunity to gather valuable information on specific college, careers, scholarships and organizations in our community. *March- 2ⁿᵈ Semester **Report Card Night/Health Fair-** Local community health providers, Say Yes and Hillside and ECC came to provide information to families. Parents had the opportunity to meet with individual teachers and had the chance to gather information on healthy lifestyles while participating in our Target gift certificate give away.	meetings will be held for each committee and community stakeholders and parents will be invited. Connect Ed messages will be ongoing to announce upcoming activities and events.
* Academic Achievement Data - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.			

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the training, support, and professional development events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.		**Research for Better Teaching – Skillful Teacher Training-** 13 classroom teachers participated in Research for Better Teachings (RBT) Studying Skillful (SST) course to build their repertoire of instructional strategies to share with teachers. **Math 180 –** 4 additional teachers were trained and were provided support throughout the year in the form of site visits.	**Research for Better Teaching – Skillful Teacher Training** An additional 14 Burgard teachers will be trained in the Skillful Teacher course work helping to provide uniformity throughout all content areas. As indicated on the last DTSDE report Tenets 2, 3, and 4, Burgard is rated Ineffective and Developing. This requires that professional development take place to

		Data Driven Inquiry- Office of School Leadership Instructional coaches provided Data Driven Inquiry training to all teachers during CPT to enhance the implementation of the DDI process across all curriculums. **Infinite Campus-** District technology support staff (Mike Hume) provided to all teachers during CPT, training Infinite Campus data reporting, Gradebook and advanced IWB training with the use of Activotes. **Instructional Technology-** Teachers were offered the opportunity to take part in a two-day paid professional development opportunity incorporating the use of interactive technology within the classroom to ensure all students have access to a 21st century education. This PD was implemented by the district's instructional support team	improve instruction, student engagement, and classroom management. Other professional development will be held to include Leadership Development for the principal; lesson plan template design, student engagement/instructional practices, and the DDI process. It will be monitored by administration to ensure teachers maintain fidelity to the concepts.
ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.		The purpose of each PD was outlined to teachers as well as the desired outcomes. These changes would be evidenced by CCPT mtgs, written reports, and teacher observations. **Pacific Institute Training** Pacific Institute will be implemented beginning May 2015 during the CFM classes. The program's major premise revolves around the 12 Keys to Academic Success. Teachers will be able to present this program to students to help them to begin thinking about preparing for their	Lesson plans will be evaluated beginning the second week of school to ensure the new lesson plan format adopted by the teams are implemented and utilized appropriately. Improved instruction and fewer discipline notices will be evidence of enhanced instructional practices by teachers. The classroom must also be evidence of a true learning environment with appropriate posters, signs, etc. on the classroom walls for each content area. Administrators will have focused walkthroughs and teacher observations to ensure instructional

| | | future. This will be evidenced by improved student attendance and academic achievement. | strategies have been improved and to recommend follow up activities as needed. |

Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the "School Overview" section of the original SIG application.		For the 2014-2015 school year the following strategies were implemented: - Celebrating Success -Alfred State Partnership Advanced Manufacturing Program -AIS programming (Read 180 & Math 180) - Ongoing mechanisms for family and community engagement.	We will make a more concerted effort to celebrate student successes by assigning this task to a team of counselors and teachers. We want to encourage our students to maintain academic excellence. The Advanced Manufacturing Program will be in the second year of implementation. There are already 70 students who applied for the program this year an increase of 63% from last year. The marketing plan will also increase student interest in attending Burgard and helping students to have pride in their school and their commitment to their education. The Read 180 and Math 180 contracts will be renewed. The student growth in the reading program is an indicator of success and we hope to see the same growth in the Math program. Professional Development for teachers will continue to be a necessity to ensure student success. Best practices and instructional/student engagement strategies will improve instruction and ultimately

			enhance student achievement.
ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.		The Alfred State team toured the facility with BPS Plant Department to begin implementing the plans for renovation of the shops. The marketing and public relations person has been hired to begin the Media Blitz for the program. The exploratory after school program began in March and grade 9 students currently enrolled in CTE programs were able to attend and expand their interests in the automotive field. Recruitment for the summer program sponsored in part by Alfred State began in March. The goal was to recruit 70 students for a work experience opportunities.	After the first marking period we should be able to see a significant improvement in student attendance and academic performance. Lesson plan format changes will be evidenced by improved instruction and fewer classroom management issues. Students will be highly engaged and on task bell to bell. This will help to decrease discipline problems in and outside the classroom. Rigorous instruction and student engagement are key components to improved academic performance. The Check In/Check Out system will help to build relationships between students and staff also helping to foster a climate of mutual respect. Grade 9 students will need to be identified for the AMP grade 10 program and a rubric will be developed based on the grades, attendance, and teacher recommendations
iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis</u>. Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.		Four teachers were trained February 3rd in the Math and Read 180 programs to ensure success. These teachers will receive four additional coaching days to ensure implementation with fidelity and to maximize impact on student achievement. As of today 15, students tested proficient or above proficient during our last SRI (reading), therefor will be placed into a .5 credit elective course.	The instructional coach will be able to work with the lead teachers and analyze data from CFA's and determine which topics require re-teaching to ensure student success. This information will be disseminated during common planning and remain in the department binder for administration to also review. Students not performing satisfactorily will be required to attend ELT after parent notification by letter or conference.
		Mike Hume provided teachers with training on March 6, 2015 in Infinite Campus data reporting, Grade-Book, and advanced IWB	During the 2015-2016 school year, teachers will continue to receive technology integration training in order to increase

| | | training with the use of the Activotes. Additional training for Infinite Campus will be held on Early Release Days in April 2015.

In the beginning of the year all teachers received Data Driven Inquiry training from the Office of School Leadership District Coaches. The purpose of this training was to enhance instructional practices and effectiveness. Teachers will also be able to provide targeted academic interventions for students who are struggling with content. Additionally; to continuously develop the skills of lead teachers they visited a BPS school on March 16, 2015 who has had high success in implementing the DDI Process.

BPS IT Department provided teachers with professional development opportunities on March 21, 2015 for Instructional Technology Training. Twenty-five teachers were in attendance and two administrators. Follow up will be held in May 2015 to monitor teachers' implementation of newly learned strategies and to determine additional support needed. | student and parent use of the parent portal. |
| | | Parent/Teacher Conference and community Health Fair Night was held on March 26, 2015 where all teachers participated. Parents had the opportunity to meet with teachers and discuss their child's academic progress.

Grade 12 students received Record Review | |

| | | letters in the mail; also inviting parents in to discuss graduation requirements and academic deficiencies.

Connect Ed messages went out to parents to call and schedule senior meetings and also for the parent meeting to be held in April.

March 30, 2015, letters were mailed to parents introducing the new principal and inviting them to a Parent Meeting to be held on April 15, 2015. | |

Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes</u>, <u>alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.		

Additionally, <u>under separate attachment</u>, the LEA/school must provide a **Budget Narrative** *and* an **FS-10** for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.

Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	80	79.47	73.20	73.35		Although we have instituted a myriad of initiatives and incentives, we have been unable to reach the state's target. There have been weeks when attendance has come within 5% of the state's target, but it has not been a sustained increase. We have, however been able to keep the average student attendance rate over 80%. Further hindering the efficacy of monitoring student attendance was Burgard's lack of attendance teacher. Teachers have been required to submit a Parent Contact Log, bi-weekly, with their lesson plan folders. It has been expected that teachers contact parents, no only when academics are an issue, but also when attendance becomes a concern. In order to facilitate parent contact, one out of every four common planning periods has been dedicated to making parent contact calls. Students who appear on teachers' contact logs are recorded and referred to the attendance committee. In our attempt to meet the state target, we had implemented a new attendance incentive program with awards and/or prizes given out each week. An attendance committee that met on Mondays and Wednesdays from 7:00 – 7:45 was formed to track and follow up with students regarding attendance concerns. The committee was led by an	For the 2015-2016 school year we will have a full time attendance teacher to help with improving student attendance. That person will be able to make home visits, weekly telephone calls, and to contact other agencies as needed. In addition, we will offer perfect attendance homeroom rewards as well as individual student rewards. The attendance teacher will also be able to host attendance conferences with students and parents to support families of students who have chronic or severe attendance issues. We will also continue with Connect Ed messages home to parents and continue to encourage teachers to contact parents when a child has missed 3 or more days of school.

						assistant principal and comprised of members of the school community including guidance counselors, teachers and cooperating outside agencies. The team was responsible for: Making and tracking phone calls home Making home visits by the Say Yes facilitator and the SST social worker Pairing identified students with mentor teachers in a Check & Connect intervention Meeting with students individually on a weekly basis to discuss concerns Utilizing the Check In Check Out intervention system with teachers and the SST Our outside agencies, *Say Yes* and *Hillside* were involved in placing students in attendance interventions and wrap around services such as the *Rise and Shine* program. In addition, both grade level and individual meetings were held in order to inform students of the impact that their attendance makes upon their grades. In a proactive effort to decrease student truancy, the SST team provided "More than Sad" training to the faculty during two separate faculty meetings, December 15, 2014 and January 15, 2015. During the presentation, teachers were informed about what to look for, should a student begin to withdraw. Led by the school	

					psychologist and school social worker, teachers also received information about bullying, disengagement, depression and suicide. In order to ensure seniors' graduating, a "Stay on Track" committee – comprised of the senior school counselor, teachers, administrators and our cooperating agencies – was formed to monitor and track, specifically, the seniors of Burgard. Seniors were met with, one-on-one, to discuss their credit accrual, current course work and progress and attendance. Overall, through our programs, students that had shown an improvement in attendance were rewarded with movie passes, New Era clothing items and other high-interest types of items.	
Teacher Attendance	93.07	83.63	88.77	82.42	With regard to teacher attendance, it has been difficult to reach the target percentage having 10 teachers out on long term absences for one reason or another. Of those 10, eight are out on extended sick leave, one is suspended with pay and one is on worker's compensation. When the number or teachers out on long term leaves was smaller during the first and second reporting periods, Burgard met the target percentage 10 out of 13 weeks.	Even though we made our target attendance percentage of 87.7% when we reached 88.77 % I will continue to encourage teachers to report to school daily. Part of the improve plan as aligned with Tenet 4 is to enhance instruction and teachers have to be at work daily. This is important not only to our students, but to maintain a routine schedule and continuity in the classroom.

					An incentive program has been implemented for teachers with good or improving attendance. Gift cards, recognition in the daily bulletin, the Bulldog Award and morning announcement "shout-outs" are all utilized as incentives. For teachers who have 15 or more absences and no documented illnesses, meetings were held to discuss the concern and the impact their absence has on student achievement. The teachers' attendance records were examined and for those teachers who showed a pattern of absence, medical notes were requested. With regard to the teachers out on long-term absences, Buffalo Public Schools Department directors and/or supervisors were contacted in order to provide long term, subject area substitute teachers. During the month of April, counseling memorandums were give out to teachers who continued to have poor and irregular attendance.	
Office Discipline Referrals	47	33.57	35	38	To date, there have been 779 ODRs. If the numbers remain consistent with the historical data, Burgard will fall far short of the target of 1416.6 ODRs. In examining the referrals, the largest number of disciplinary referrals came from classroom settings in which the students had been defiant or insubordinate. Consistently representing at least 25% of all referrals were students	Since our student Discipline continues to be a major concern at Burgard, including our special education population which accounts for 70% of discipline referrals and repeated infractions of the BPS Code of Conduct. The SST will hold weekly groups and

| | | | | | | who were deemed "repeat offenders". However, the school is committed to reducing the number of days students are suspended from school, preferring to provide counseling and intervention to recalcitrant students. Students who are deemed "repeat offenders" receive interventions such as home visits, wrap-around services, counseling, Check In Check Out and/or are paired with a mentor teacher (Check & Connect) intervention.

A handbook for parents and teachers was created by the SST team identifying all SST members, describes the roles of all school stakeholders and describes the services offered in the school and community including tiered interventions. The handbook includes a building designed referral form that teachers use to identify students in need of support or interventions.

A Secondary Support Teacher, whose main objective is to reduce suspensions by operating the Academic Center for student who are removed from class for disruptive behaviors. Students assigned to the academic center receive counseling from a member of the SST team or the *Say Yes* facilitator rather than an mediate suspension. Further students assigned to the academic center receive the day's work from their teachers so that they can be kept on track.
Teachers have received professional | meet with the students weekly. It is imperative that the team maintain relationships with this population to help decrease discipline referrals.

The secondary support teacher position will continue next year. This will utilized to support students academically and decrease suspensions. |

					<td style="background:red"></td>	development opportunities in de-escalation techniques, classroom management strategies and ways to engage all learners. The SST team has put into place a Positive Behavior Interventions System as well as a peer mediation program. Administration instituted a tracking system designed to provide longitudinal records. The Secondary Support Teacher works with the SST team to provide counseling to chronic offenders. Further, the *Say Yes* facilitator continues to address poor behaviors and provide counseling services to 8 students (maximum allotment). Quarterly grade level assemblies are held recognizing students who are engaging in positive behaviors	
Extended Learning Time		70.1	112	89	<td style="background:yellow"></td>	The ELT program, which began the second week in November, has produced numbers ranging from a low of 56 students in attendance to a high of 170 students in attendance. In marking periods two and four, when there are regents' exams being offered, numbers are significantly higher, with the average numbers of students increasing to over 100 per week. Students have been provided the opportunity to attend for up to two hours after school, four days per week in all core content areas, as well as elective areas. Some highlights include academic	During the 2015-2016 school year we will continue the Extended Learning program. The program will continue to run Monday through Thursday for a 2 hour period and offer academic support in all content areas, Nova Net and CTE classes. Academic tutoring, homework help, NYS regents prep and credit recovery will continue to be the focus for the program. Students who attend the first academic hour will have the opportunity to participate in enrichment activities which include art club, open gym, recording studio, automotive repair

						tutoring, homework help, NYS Regents exam prep, academic review, and many new enrichment activities (art, recording studio, automotive repair shop, performance/dance, physical education, and healthy snacks). Snacks and transportation are provided. Once a week, during 'Pasta Wednesdays,' students are fed a hot bowl of spaghetti (pasta, sauce, bread and cheese, bowls and utensils are all donated by Burgard staff). Furthermore, we observed an increase in participation at the beginning of the 2nd semester with all athletic coaches now mandating student athletes to part-take in our ELT academic program in order to increase student achievement. Students were recruited in several ways: Failing students were mandated to participate. Parent letters were sent out and phone calls were made providing them with information about the ELT program Any time that a student was counseled or met with individually, the were reminded of the ELT program and encouraged to join.	shop, and performance/dance and computer time. Snacks will be provided daily and a hot meal (Pasta Wednesdays) will continue to be served on one day per week. All athletes will be mandated to attend a minimum of two sessions per week to stay eligible to participate on a sport team (football, bowling, volleyball etc.) Freshmen entering with ELA and Math scores of a Level 1 or 2 will also be required to attend to improve overall reading, writing and arithmetic scores. The program will start in the sixth week of the school year (October) in order to assess student progress through 5-week progress reports and teacher recommendation for students. Parents and guardians will be notified of the program through multiple modes of communication such as; parent letters, parent phone calls, the all call system, freshman academy, "Back to School" night and as parents reach out to the building for support.