



Office of Innovation and School Reform (OISR)
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Non-Receivership SIG Funded Schools - ONLY
 Final Report: January 31, 2018 to April 20, 2018 and Continuation Plan for the 2018-19 School Year

School	School BEDS Code	District	SIG Model and Cohort		Required EPO (Restart, Innovation and Reform Framework)	
Waterfront Elementary School # 95	14060010119	Buffalo Public Schools	Transformation 4.2			
School Principal		Superintendent (EPO)	Grade Configuration	Total Enrollment	% ELL	% SWD
Name	Date of Appointment		Pre-Kindergarten – Grade 8	912	268- 29.4%	164- 18%
Dawn DiNatale	August 15 – October 25, 2017					
Nicole Dias	October 26- January 15, 2018					
Terence Jenkins	January 16, 2018- Present					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	Brief Analysis of Rating of Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	Waterfront continues to have “Tidal Waves” as the cornerstone of the overarching instructional focus for the 2017/18 school year. All collaborative team meetings, professional development, instructional feedback and school wide discussions are guided by these Tidal Waves. Based on the recommendations in our 2016/17 DTSDE review, Waterfront has decided on the following Tidal Waves for the 2017/18 school year:				
Cassandra Wright Superintendent of School Leadership 716-816-3703	Yellow	<ul style="list-style-type: none"> • Depth of Knowledge 3.0 - Teachers will plan, display and address higher-level (level two or above DOK) questions related to the content and standards being instructed in each lesson. Depth of Knowledge Action Statement: THINK, Don't Sink! • Differentiation 4.0 – During instructional planning, Teachers will use data for grouping and implementing targeted instruction to “meet the strengths, interests, experiences and diverse learning needs of each student.” Differentiation Action Statement: Find your best way to learn! 				

		<ul style="list-style-type: none"> • Collaborative Culture 2.0 - Teachers will work together to realize each individual's full potential, co-create instruction through shared accountability in an open way that positively builds on the mutual strengths of our staff. Collaborative Culture 2.0 Action Statement: United we stand! • Strategies- Teachers will teach students multiple strategies to ensure they have the needed tools to problem solve in their daily instruction. Strategies Action Statement: Use your tools for building SUCCESS! <p>Waterfront created the action statements under each Tidal Wave to provide both teachers and students with a concrete understanding of what the expectations are for each of the Tidal Waves.</p> <p>Waterfront continues to see teachers utilizing data to drive instruction and applying DOK (depth of knowledge) questioning to check for understanding throughout lessons. Waterfront is seeing an increase in differentiation in the classroom through the use of 1 to 1 technology in grades K-2 and 7-8. Instruction is aligned to the NYS CCLS and teachers are utilizing the NYS engage modules in both math and ELA. Students are actively engaged in lessons and small group instruction is being done at every grade level.</p> <p>Waterfront uses Collaborative Team Meetings to provide teachers with quality professional development and with time each week where collaboratively planning with their grade level/subject area colleagues takes place.</p> <p>Waterfront's commitment to instruction and academic achievement is visible in NYS testing data, heard through instructional conversations measured in formative assessment data and strong CCLS based classroom instruction. Instructional improvements are also supported by strong student and teacher attendance and the continuous decrease in ODR's and showcased in student work throughout the building.</p>
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Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Attention: The document is intended to be completed by the Superintendent of Schools and/or designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to the School Improvement Grant (SIG) 1003(g), and as such should not be considered a formal evaluation by the New York State Education Department. This document serves as the Progress Review Report for Non- Receivership schools (not Persistently Struggling or Struggling schools), and as the 2018-19 Continuation Plan for Non-Receivership schools. All responses provided under the “2018-19 School Year Continuation Plan” heading should directly align with or be adaptations to the approved SIG plan. Note: Schools that will no longer receive SIG funds during the 2018-19 school year should NOT complete the Continuation Plan portion of this form.

Directions - District and school staff should respond to the Analysis/Report Out sections by both analyzing and summarizing the key strategies used during this reporting period in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections provide staff with an opportunity to describe proposed actions and adaptations to the original SIG plan. The Continuation Plan 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. Staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

1. METRICS

Academic Achievement - Please respond to each component of each prompt. If necessary, attach samples of data collection that are referenced in the response. The 2017-18 data and the Analysis/Report Out section should align with the 2017-18 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.																																				
Key Questions/Prompts	2017-18 Analysis / Report Out																																			
Disaggregate student assessment data in core content areas to identify performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).	<p>The overall proficiency rate at Waterfront on the 2016 NYS assessments was 20.7% in Math and 17.3% in ELA. This was an increase in proficiency of 4.7% for math and 3.3% for ELA. Waterfront continues to see significant gains in students scoring at level two in all groups (Gen. ED, SPED, and ELL) and decreases in number of level 1 scores in all groups.</p> <table border="1" data-bbox="569 951 1404 1203"> <thead> <tr> <th colspan="7">Math Proficiency (Level 3 and 4) %</th> </tr> <tr> <th>Year</th> <th>Gr3</th> <th>Gr4</th> <th>Gr5</th> <th>Gr6</th> <th>Gr7</th> <th>Gr8</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>22</td> <td>13</td> <td>23</td> <td>17</td> <td>8</td> <td>10</td> </tr> <tr> <td>2016</td> <td>15</td> <td>17</td> <td>13</td> <td>33</td> <td>13</td> <td>10</td> </tr> <tr> <td>2017</td> <td>23</td> <td>14</td> <td>32</td> <td>22</td> <td>18</td> <td>10</td> </tr> </tbody> </table>	Math Proficiency (Level 3 and 4) %							Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	2015	22	13	23	17	8	10	2016	15	17	13	33	13	10	2017	23	14	32	22	18	10
Math Proficiency (Level 3 and 4) %																																				
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8																														
2015	22	13	23	17	8	10																														
2016	15	17	13	33	13	10																														
2017	23	14	32	22	18	10																														

Math Level 2 and Up %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	55	37	41	53	35	34
2016	54	46	37	71	41	39
2017	51	45	48	64	46	28

ELA Proficiency (Level 3 and 4) %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	15	3	7	12	5	14
2016	21	14	10	14	14	12
2017	17	15	15	12	23	22

ELA Level 2 and Up %						
Year	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2015	41	32	36	41	26	53
2016	48	47	34	61	51	40
2017	42	50	47	59	79	58

Waterfront teachers continue to provide high quality instruction to students each day. Teachers work to ensure that NYS Common Core learning standards are met with each lesson, lessons are differentiated to meet the needs of students and students are taking an active role in the lessons. DOK questions and exit tickets are part of lessons in each grade level and teachers spend time working collaboratively to ensure that they are meeting the academic potential of each student.

2018-19 Continuation Plan

Based on the performance trends noted above, please identify the specific school strategy adjustments or

Waterfront teachers began the 2017/18 school year analyzing the data received from NYS for the 2017 ELA and math state assessments as well as our building level CFA/ District DBA data from the 2016/17 school year. Teachers chose 4 to 6 ELA and math standards for each grade they would focus on. These standards were identified as standards that Waterfront students

<p>interventions to be implemented to meet the academic achievement targets.</p>	<p>were lacking understanding or mastery of. The primary grades looked at 2016/17 CFA/DBA data, i-Ready and DIBELS data to choose their standards.</p> <p>Each grade level identified 4 to 6 ELA/math standards as their “Grade Level Waves”. These standards, known at Waterfront as “Grade Level Waves” are standards that teachers in each grade level will provide students with additional academic supports and instruction. Teachers posted the “Grade Level Waves” in classrooms and are working to align instruction to support the focus standards. The grade level waves are discussed and utilized in CTM with both classroom teachers and support teachers to help target lessons on CCLS at each grade level.</p> <p>Teachers also utilized the above mentioned data to choose “Target Students” for the 2017/18 school year – students who they believe with additional supports could move up a level on either the NYS math or ELA test in spring of 2018 or, in the primary grades, move closer to being on grade level. These students’ academic progress is being monitored through formal and informal assessments, progress monitoring, i-Ready progress, exit tickets, classroom and district CFA/DBA’s.</p>
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Student Attendance - Average Daily Student Attendance Rate. The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week. The 2017-18 data and the Analysis/Report Out section should align with the 2017-18 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.			
2017-18	Baseline (%)	2017-18 Target	Year to Date
Student Attendance Rate (%)	90.9%	92.9%	92.15%
Key Questions/Prompts	2017-18 Analysis / Report Out		2018-19 Continuation Plan
<p>Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).</p>	<p>Our student attendance percentage fluctuates 1-2% from week to week, but consistently hovers around 92% which is our 2017-18 target.</p> <p>Waterfront has 64 students that are classified as severe chronic, 160 chronic, 273 at-risk and 397 satisfactory according to district attendance guidelines. Waterfront’s 7th grade has the highest attendance percentage and the Kindergarten has the lowest attendance percentage.</p> <p>Data shows that over the course of the 2017/18 school year, Waterfront’s strongest month for attendance with 93.16% was October 2017. Looking at the attendance data of an average school week at Waterfront, Wednesday tends to have the strongest attendance and subsequently, Friday the weakest attendance.</p>		n/a

	<p>Once a cycle, the Waterfront attendance team (School Counselor, Social Worker, Say Yes, attendance teacher, and an administrator) meet to review attendance, analyze data and plan implementation of interventions for students with declining attendance. Depending on the percentage and interventions already made, phone calls are made, guidance conferences or home visits scheduled, SAY YES referrals, FST referrals and CPS referrals are arranged if deemed necessary. All efforts are documented in the Parent Teacher Correspondence Tab on IC.</p> <p>When teachers notice that students are becoming chronically absent/tardy a request for intervention form is completed. Teachers are the first line of defense and make the initial phone call to inquire and alert the parent regarding declining attendance. If no progress is made, then the attendance team proceeds to the next level of intervention, which typically is a home visit or individual guidance conference with the student to make sure all the students' needs are met. When conversing with students and family regarding attendance, Waterfront staff look to identify the barrier that causes the absenteeism and remedy that barrier with a specific intervention.</p>	
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>The climate at Waterfront is one of instruction and community. Students come to school because Waterfront provides a safe haven for learning to take place from teachers who care about the students they work with. Our current attendance data is in line with last years, highlighting that students want to be here and want to be successful in school. Waterfront believes there is a direct correlation in high attendance and the positive increases we have seen in all groups on the NYS assessments. We believe that the continued work Waterfront has done on Growth Mindset continues to pay off in increased student motivation and initiative.</p>	<p>n/a</p>

	<p>Waterfront engages in universal, positive messaging for good attendance by awarding the homeroom with the best attendance an "attendance trophy". Every Friday a class is recognized on the announcements as having the best attendance and the trophy remains in their room for the week. Also, a student that has had perfect attendance for the week is rewarded every Friday with a small incentive. The winner is announced on the announcements and the student comes to the School Counselor's office to receive his/her prize.</p>	
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Teacher Attendance – Average Daily Teacher Attendance Rate. The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days during the week. The 2017-18 data and the Analysis/Report Out section should align with the 2017-18 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2017-18	Baseline (%)	2017-18 Target	Year to Date
Teacher Attendance Rate (%)	91.6%	94.8%	94.15% (as of 4/13/18)

Key Questions/Prompts	2017-18 Analysis / Report Out	2018-19 Continuation Plan
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<p>Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).</p>	<p>Teacher attendance at Waterfront is strong. We did see a slight dip in teacher attendance since our last recording period, but we believe that is due to long-term teacher illness/maternity leaves/unfilled positions that are not being filled by temporary teachers.</p> <p>Waterfront teachers have a commitment to the students they educate which in turn is reflected in strong student attendance. Waterfront accounts the high attendance rate to the desire to provide quality instruction to students and ensure continuity in instruction as well.</p> <p>Waterfront is recording 85 Aesop users and a total of 938 absences to date for the 2017-18 school year. Waterfront currently has:</p> <ul style="list-style-type: none"> • 1 teacher on maternity leave and a day to day substitute is in place since 9/12/17 (accounting for 46 days during this recording period) 	<p>n/a</p>
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	<ul style="list-style-type: none"> • 1 teacher resigned on February 15th and a day to day substitute has been in that position (counting for 35 days during this recording period). • 1 teacher resigned on January 18, 2018 and the new temporary teacher did not start until 3/8/18. (accounting for 30 days during this recording period) <p>Excluding these teacher's absences, Waterfront's teacher attendance rate would be 95.50% as of 4/13/2017. Only one of these positions (as of 4/17/2017) has been filled with a certified temporary teacher. The other two positions are being filled with day to day substitutes.</p> <p>Teachers at Waterfront do not seem to abuse their time or take time off without reason. All personal days are pre-approved by an administrator and all sick days are recorded in AESOP for accuracy.</p>	
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	At the current time there is no need to adjust strategies or put any interventions in place for teachers. Waterfront staff is committed to educating students and the commitment is visible through the strong attendance numbers for three quarters of the 2017/18 school year. Faculty attendance will continue to be highlighted in the daily bulletin quarterly, and attendance numbers will be discussed with the Leadership team and at faculty meetings.	n/a

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. These data should be reported here as total number by week. The 2017-18 data and the Analysis/Report Out section should align with the 2017-18 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.			
2017-18	Baseline (#)	2017-18 Target	Year to Date
Office Discipline Referrals (#)	1163	921	806
Key Questions/Prompts	2017-18 Analysis / Report Out		2018-19 Continuation Plan
Describe patterns of office discipline referrals (e.g., period, location, classroom,	Waterfront had 806 office discipline referrals that involved 240 students as of April 16, 2018. These referrals covered 28 different types of events- most commonly reported being defiance of authority, classroom disruption followed by		n/a

<p>grade level, repeat offenders, etc.).</p>	<p>disrespectful behavior and fighting. The classroom is sited as the location where these disruptions most commonly occur followed next by the hallway/staircase.</p> <p>Waterfront does account this uptick in ODR's from previous years to the increased number of 6:1:1 special education classrooms we have added this year (from 4 to 7) as well as misplaced SPED students and vacancies/position changes/medical leaves of teachers in the junior high and special education classrooms.</p> <p>When classrooms have been stabilized with a consistent teacher and/or students have been placed accordingly, ODR numbers in turn have decreased from those rooms.</p> <p>26 students have five or more office discipline referrals. The office referrals come from all grade levels, and there is no pattern for occurrence at one time of the day or on one letter day. There is currently not one specific teacher who has the majority of office referrals.</p>	
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Students with three or more office discipline referrals receive Tier II interventions, such as Check-in/Check-out, individual counseling, group counseling, mentoring, basic needs assessment (Say YES Services) Best Self Services (BEST counseling). The goal is to meet the needs of the whole child, which in turn will reduce the behaviors and increase the academic performance. Tier II students' progress is discussed twice a week at Tier II meetings where ODR and student data is reviewed and discussed.</p> <p>Waterfront teachers revisit school-wide rules and PBIS implementation strategies to reinforce expectations of the classroom and hallways after breaks to ensure the school climate remains one of learning and positive behavior.</p> <p>All teachers are being offered the opportunity to attend a building wide full day training on Trauma Informed Care and De-Escalation strategies on May 19, 2018, to ensure that teachers are working to problem solve and support their</p>	<p>n/a</p>

	students by working to meet their social emotional needs as well as their academic needs.	
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Extended Learning Time – Average Extended Learning Time (ELT). Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year. The 2017-18 data and the Analysis/Report Out section should align with the 2017-18 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

Key Questions/Prompts	2017-18 Analysis / Report Out	2018-19 Continuation Plan
<p>How do data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Waterfront continues to partner with the Father Belle Center to offer after school programming following the District initiative for ELT during the 2017/18 school year. We have strong enrollment and continue to meet or exceed the cap set by the District of 157 students. Staffing is provided by both Waterfront (instructional) and the Belle Center (non-instructional staff) to support group sizes of 15-18 students per group for students in grades 2-8.</p> <p>The after school program continues to run at full capacity. Students attend 2-5 days depending on parent selection, and we recently added additional 7th and 8th grade students for math review two to three days per week.</p> <p>Waterfront currently has 14 of our own teachers employed 1-3 days a week offering a range of academic programs in ELA, math, science and music. Waterfront teachers' work on instruction with one or two groups of students each day depending on the grade level–Tuesday thru Thursday–student groups switch off between teacher and Belle Center employee to ensure both enrichment and instruction are provided 3 days per week. On Mondays and Fridays enrichment and physical education activities are provided to the students by Belle staff and outside agencies.</p> <p>The Belle Center currently has 12 full time employees and a coordinator that provide students with supervision in the computer labs while they work on i-Ready, run arts and crafts, physical education activities, supervise board games</p>	<p>n/a</p>

	<p>and supervise a quiet area for students to work on homework.</p> <p>Utilizing after school funds the Belle Center has contracted with the following agencies to provide additional academic and enrichment programming for the after school students at Waterfront:</p> <ul style="list-style-type: none"> • The Buffalo Zoo • Young Audiences • LA Fitness • Buffalo Museum of Science • Engineering for Kids • Explore and More • Soccer for Success <p>These programs run in conjunction with the instructional programming at Waterfront and provide students with exposure to science and creative arts activities.</p> <p>Waterfront has also continued our established partnerships with The Community Music School to provide instrumental music lessons, science instruction and competition and a running program for students in grades 3-8.</p> <p>Our after school enrollment targets have been met with 178 students currently enrolled in grades 2-8. We will look at the waiting list and if staffing allows we will add new students when students drop out of the program.</p>	
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.</p>	<p>Waterfront conducted a MOY diagnostic test using i-Ready for all students in both ELA and math in late January. This diagnostic test guides the instructional plan for students when they go to the computer lab and access i-Ready during after school. Classroom teachers also can add additional lessons on i-Ready for students to complete in areas they feel students need additional supports. An EOY diagnostic testing window for i-Ready will be set up from June 1 – June 16th, 2018. Student data will be analyzed at that time and student</p>	<p>n/a</p>

	yearly progress/growth will be shared with students and families.	
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2. PROJECT PLAN IMPLEMENTATION

Key Strategies - Identify the key strategies identified in the in the approved SIG plan that were implemented during the current reporting period but were NOT already discussed in the Metrics section above. (Add additional rows as needed.)

Key Strategies Identify the key strategy from your approved SIG application or Continuation Plan to be discussed.	Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of the 2017-18 implementation of key strategies and their impact on student achievement.	2018-19 Continuation Plan
1.	Depth of Knowledge (DOK) 3.0	<p>Evidence:</p> <p>Waterfront continues to have DOK as a focus of classroom instruction and one of the building “Tidal Waves” for the 2017/18 school year. The action statement for DOK is referenced in the section labeled Brief Analysis/Report Out above.</p> <p>Carrying DOK over as a “Tidal Wave” for a third year has provided teachers with additional training and the time to gain confidence in their questioning abilities, and strengthened the quality of DOK questioning that is taking place in classrooms. The training from last year, conducted during GLM (grade level meetings) and at the two spring professional development opportunities, has paid off with teachers utilizing questions from the NYS modules and adapting questions from other instructional programs to guide their instruction.</p> <p>The impact of higher order questioning and focused questioning on the objective being taught has streamlined instruction and brought more engagement and clarity for the students. The 2017-18 school year continues to be one of polishing and building capacity with Depth of Knowledge at Waterfront with the goal to have all classrooms using 2-3 Level 2-4 DOK questions in each instructional lesson.</p>	n/a

			<p>Newer teachers to Waterfront have been working with their colleagues to learn how to align their DOK questions to their instruction and as a result, instruction is more focused and questions are tied to their instructional objectives. At all grade levels we are seeing DOK questioning guiding instruction, bringing relevance of the objectives to each lesson taught.</p> <p>At GLM teaches and coaches continue to examine at the District created DOK questions that follow along with District Curriculums and teachers familiarize themselves with where these resources are found. Teachers are discussing the impact DOK is having on instruction and are supporting each other as they plan curriculum.</p> <p>Next Steps: Administration will continue to monitor classrooms and the usage and impact of DOK on classroom instruction. Teachers will continue to share out at upcoming collaborative team meetings on how they develop their DOK questions and provide support for those who are still struggling.</p> <p>Impact on Student Achievement: As a result, instruction is more focused and questions are tied to instructional objectives. At all grade levels DOK questioning is guiding instruction, bringing focus of the objectives to each lesson being taught.</p>	
2.	Differentiation		<p>Evidence: A focus on Differentiation continues at Waterfront during the 2017-18 school year with it continuing to be one of our "Tidal Waves". The action statement for Differentiation is referenced in the section labeled Brief Analysis/Report Out above.</p> <p>Waterfront's continued use of i-Ready, provides an additional avenue for differentiation to take place throughout the day. Students took a MOY diagnostic test in ELA and math, then individualized lessons were assigned to assist in closing the achievement gap in both ELA and math or enrichment lessons are provided for those students who are on or above grade level in these subject areas. Teachers also assign students lessons on topics covered in the classroom that they feel the student needs</p>	n/a

extra support providing that additional layer of assistance for all students at Waterfront. All students at Waterfront are provided two 45 minute periods per cycle to work on differentiated lesson in math and ELA though i-Ready in our computer labs.

Waterfront continues the implementation of MyOn, Castle Learning, Next Lesson and Prodigy, and IXL math to provide the teachers and students additional programs to use to differentiate instruction on the computers. All Waterfront students in grades K-6 have 2 periods per cycle that are devoted to computer time where they work on individualized instruction to meet their academic needs. Our students in K-2 and 7-8 have received 1 to 1 devices on which they are utilizing these programs daily during their differentiation time. Grades 3-6 are waiting for their 1 to 1 devices to arrive.

Teachers continue to implement SIOP and other instructional strategies to ensure all students are active participants in the learning process. Teachers apply many of the strategies they received from the multiple professional development sessions previously offered on how to conduct differentiated small groups and have them run effectively, and as a result small groups are taking place in each grade level.

Daily 5 continues to be utilized in some of our primary classrooms and the impact on student achievement is documented and the groups are consistently changing as a result of the positive data. One 3rd grade classroom continues to utilize the Daily 3 for math.

Next Steps:

Waterfront coaches and Administration will continue to work with our teacher on strategies for small group instruction and encourage them to follow the 21-day planner for successful implementation of small group instruction in their classrooms.

Impact on Student Achievement:

Classroom data is showing spikes in student performance in both ELA and math when tested at the student's ability level. Teachers are witnessing accelerated growth in student performance which will bring more students to grade level and ensure they are fluent

			readers by grade 3 in the primary level and working to close their reading gap in the middle school level.	
3.	Collaborative Culture		<p>Evidence: Work on Collaborative Culture continues to evolve at Waterfront. Waterfront's change in Leadership and the loss of two of the key teacher implementing the collaborative culture work has slowed implementation this year.</p> <p>Waterfront's Leadership team continue to develop a plan for ensuring Collaborative Culture remains a focus and in March all staff members were asked to complete a Collaborative Culture survey and we are currently analyzing the data to put resources in place to ensure that we are meeting the needs of our staff.</p> <p>Next Steps: Waterfront's Leadership team will continue to analyze the new survey data to see if there has been improvement or a decline in the past 6 months compared to last year. Administrations will also present the following questions to the faculty at the upcoming May Faculty Meeting and compare results to data collected last year.</p> <p>Collaborative Culture questions for February Faculty Meeting:</p> <ul style="list-style-type: none"> • Based on the survey and your experience, what do you see as the status of Collaborative Culture at Waterfront this year? • One element of Collaborative Culture is the component of peer feedback. Is this important to you? • If you could change one thing to promote Collaborative Culture, what would it be and how would you change it? <p>Impact on Student Achievement: Through the work with developing Collaborative Culture at Waterfront, the sharing of ideas and strategies regarding all aspects of teaching and learning continues. This impact is evident in the classroom and has had a positive impact on instruction and student achievement.</p>	n/a
4.	Strategies		<p>Evidence: This is a new "Tidal Wave" for Waterfront for the 2017-18 school year. We are currently in our infancy stage with implementation</p>	n/a

			<p>but will continue to work collaboratively to create a streamlined “STRATEGIES TOOLKIT” for our students to reference during their daily instruction.</p> <p>At CLM teachers are sharing strategies they teach students to ensure they have the needed tools to problem solve in their daily instruction.</p> <p>Waterfront’s building math teacher and instructional coach are working with the administration to streamline strategies so that students learn the same strategies through both the primary grades through middle school.</p> <p>Documents are being created to ensure that each classroom had the same “STRATEGIES TOOLKIT”.</p> <p>Next Steps: The “Strategies Toolkit” will continue to evolve at Waterfront. Ideas have been presented to teachers and they are currently working on streamlining to ensure fidelity across the subject areas. Teachers will document student’s success with implementation and usage of the strategies toolkit and work with the building coach and math teacher to make any changes they find necessary.</p> <p>Waterfront will produce streamlined posters to be displayed in each classroom with the strategies so that students get used to the visual that corresponds with each strategy.</p> <p>Impact on Student Achievement: The impact of a “Strategies Toolkit” for students to utilize to problem solve in their daily instruction is in it’s infancy at Waterfront but we are already seeing more students persevere when work is difficult and fewer students stating that they cannot complete an assignment.</p>	
5.				n/a

3. FRAMEWORK AND EPO: (For SIG Cohort 6 and 7 schools that selected the Innovation Framework, and Restart ONLY)

Identify the school's model, framework, and the EPO.	Status (R, Y, G)	Identify the evidence that supports your assessment of the 2017-18 implementation of the design framework and its impact on student achievement. Describe the manner in which the EPO has been involved in the implementation.	2018-19 Continuation Plan

4. BUDGET/FISCAL: Add rows as needed.)

Budget Analysis			
Describe the SIG item or activity found in the approved 2017-18 SIG FS-10.	Status (R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the SIG plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	As applicable, and along with this report/plan, please submit a 2018-19 SIG FS-10 budget, Budget Narrative, Attachment D: Budget Summary, and M/WBE documents. BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .

Salaries for professional staff-Code 15 -:\$50,769 YTD - 45%	green	Positions are filled. ELT and curriculum work is taking place. Any additional funds remaining will allow teachers to do curriculum planning over the summer.	
Purchased services-code 40—\$22,452 –YTD 100%		Full spent. iReady licenses have been purchased.	
Supplies/software-code 45—\$28,500 –YTD 100%		Supplies have been ordered.	
Employee Benefits-code 80---\$46,040 YTD – 60%		Benefits are taken at the end of each pay period. Any remaining funds will allow teachers to do curriculum planning over the summer.	

Indirect cost-code 90- **WILL BE COMPLETED AT THE END OF THE PROJECT.**



Funds are expended at the end of the project.



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234

2018-19
School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name