

**1003(g) School Improvement Grant (SIG) 2018-19
Performance Management – Mid-Year Report
September 1, 2018 –January 31, 2019
(Non-Receivership Schools Only)**

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Buffalo City School District	Lafayette International Community High School #207	140600010141		SIG:	Model: Turnaround	Cohort: 6
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	9-11	NA	Total enrollment: 288 ELL %: 96% SWD%: 17%		
John C. Starkey	*If new, attach resume.					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	Lafayette International #207 continues to lead the Community Schools initiative in BPS, with the highest attendance numbers for our adult education and parent/youth engagement during the week at our Parent Center, as well as remaining one of the highest attended Saturday Academies. Key strategies academically that have helped increase the English proficiency and content knowledge of our students includes the increased usage of technology due to our one to one <i>iPad</i> usage and use of the 3D Z-space lab. We have also worked to incorporate 80% Student Talk and 20% Teacher Talk into the lessons. Students are working collaboratively in groups and we have arranged Common Planning so that the teams of teachers can focus on their cohort of students to best meet their needs. We have teachers doing Intervisitations in other teachers' classrooms to learn from one another on best practices for instructing ELLs. Common Planning Teams spend each Wednesday on a Kid Talk day where SST attends and they create an Intervention Plan for the neediest students. Accompanying our socio-emotional and academic strategy implementation has been our consistent and high quality professional development, provided to us through the Internationals Network for Public Schools (INPS) in collaboration with SUNY College at Buffalo. This partnership is funded by the School Improvement Grant (SIG). Additionally, we have continued to fully implement and support the Lafayette International Reflection Room, a room utilized to manage student classroom removals that helps to facilitate an instructional focus on expected classroom and school-wide behaviors. In the Reflection Room teachers who have had Restorative Practice professional development as well from district support of training on how to facilitate Restorative				
Sabatino Cimato, Associate Superintendent scimato@buffaloschools.org	Green					

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			Conversations between students and students and staff, we continue to support teachers on how to better handle our neediest students so they can return students to class immediately and are not missing instruction and daily collaborative practice. Implementation of Restorative Practice-based Reflection Room for classroom removal intervention and to facilitate reintroduction back into the classroom setting after reparations have been made to the "School Village". Restorative Conferences and Utilization of the Reflection Room has resulted in a reduction of ODRs, classroom removals and student suspensions.

Key

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

Directions - District and school staff should respond to the Analysis/Report Out sections of this document by both analyzing and summarizing the implementation of the key strategies of the 2018-19 SIG plan this year to date and the impact of those key strategies on student learning outcomes.

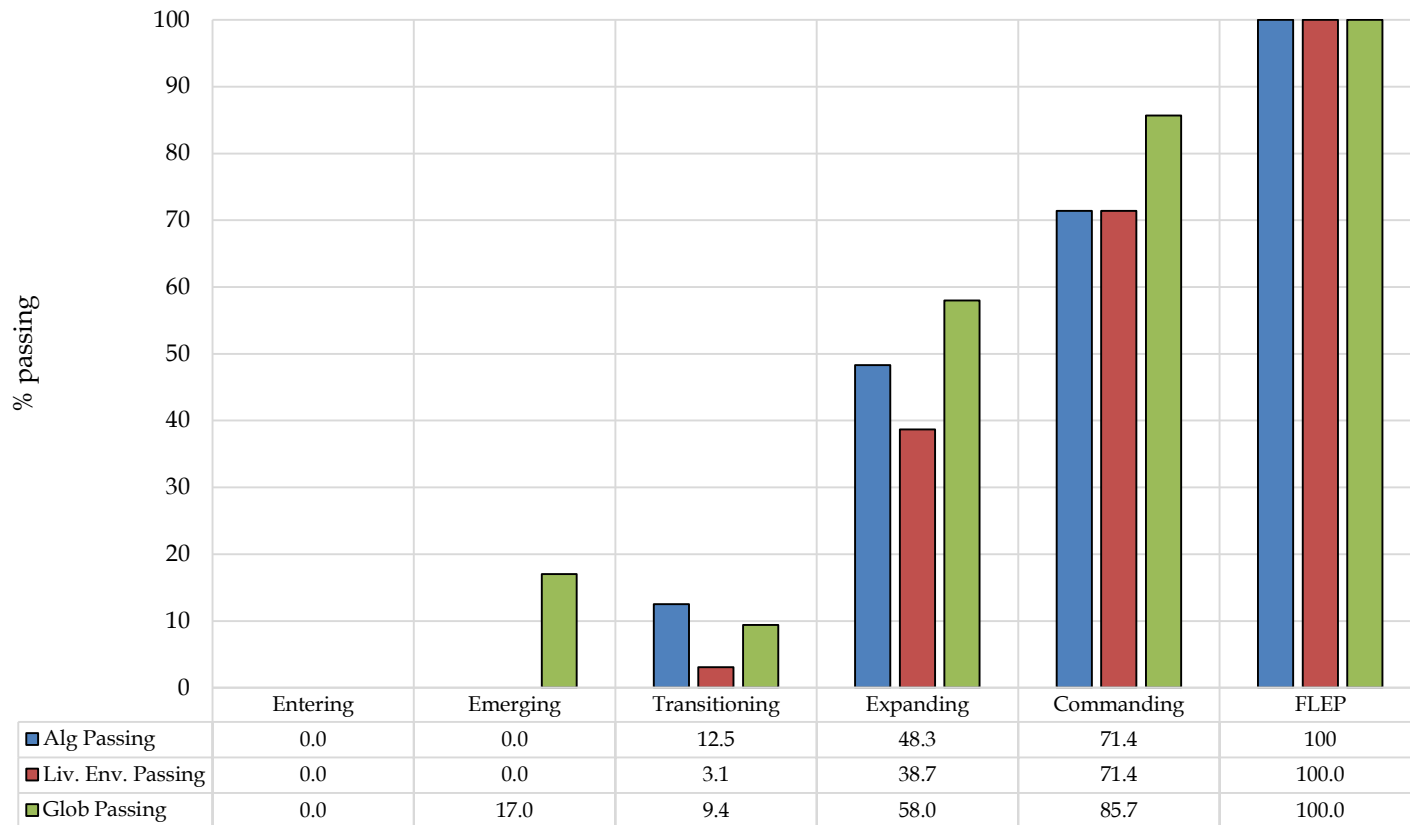
1. METRICS

Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that <u>summarize</u> on-going and formative data used to address student needs and determine progress toward student achievement goals.	
Key Questions/Prompts	Analysis / Report Out
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	(See charts below) We are seeing that English Language Proficiency as measured through the NYSESLAT Exams has a direct correlation to the student passing rates on the NYS Regents Exams. In the first chart list below, you can see that once our students reach the Expanding Level, they are passing the Algebra Exam at 48.3%, the Living Environment Exam at 38.7%, and the Global Studies Exam at 58%. Once they reach Expanding, they are passing at 71.4%, 71.4%, and 85.7% respectively. Our students who have reached Former English Language Learners status based on the NYSESLAT exam are passing all 3 exams at a 100% rate. Additionally, we are seeing that approximately 79% of our student population is reading at the 2 nd grade reading level or lower.
How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	The data described tells us that as students English Proficiency increases, their Regents passing rate drastically increases. Being that 76% of our population is only reading at a 2 nd grade or lower reading level, we have identified reading and literacy as an area of need. 96% of our students receive a Standalone ENL class in which we have recently implemented a plan for Early Literacy Skills and Reading Instruction. Utilizing the American Reading Company Intervention Kits, LEXIA, and small-group reading instruction, we are hoping to improve the reading levels of our student population. Students will receive instruction from the teachers in a small-group 1-2 times a week, based on their reading level, in order to teach them early literacy skills such as Initial Sounds and Digraphs, High-Frequency words, Onset and Rime, 2 Syllable Words and Multisyllabic Word Recognition in order to increase the students decoding and fluency scores. This will in turn lead to an increase in their Grade Level Independent Reading Levels and will increase their English Language Proficiency. This instruction will take place in all 4 modalities of listening, speaking, reading and writing and will lead to an increase in Regent Exam Pass Rates for our students

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

who are all English Language Learners and new to the country in the last 4 years. Teachers will benchmark this data in May so that correlations to the June Exam scores can be studied.

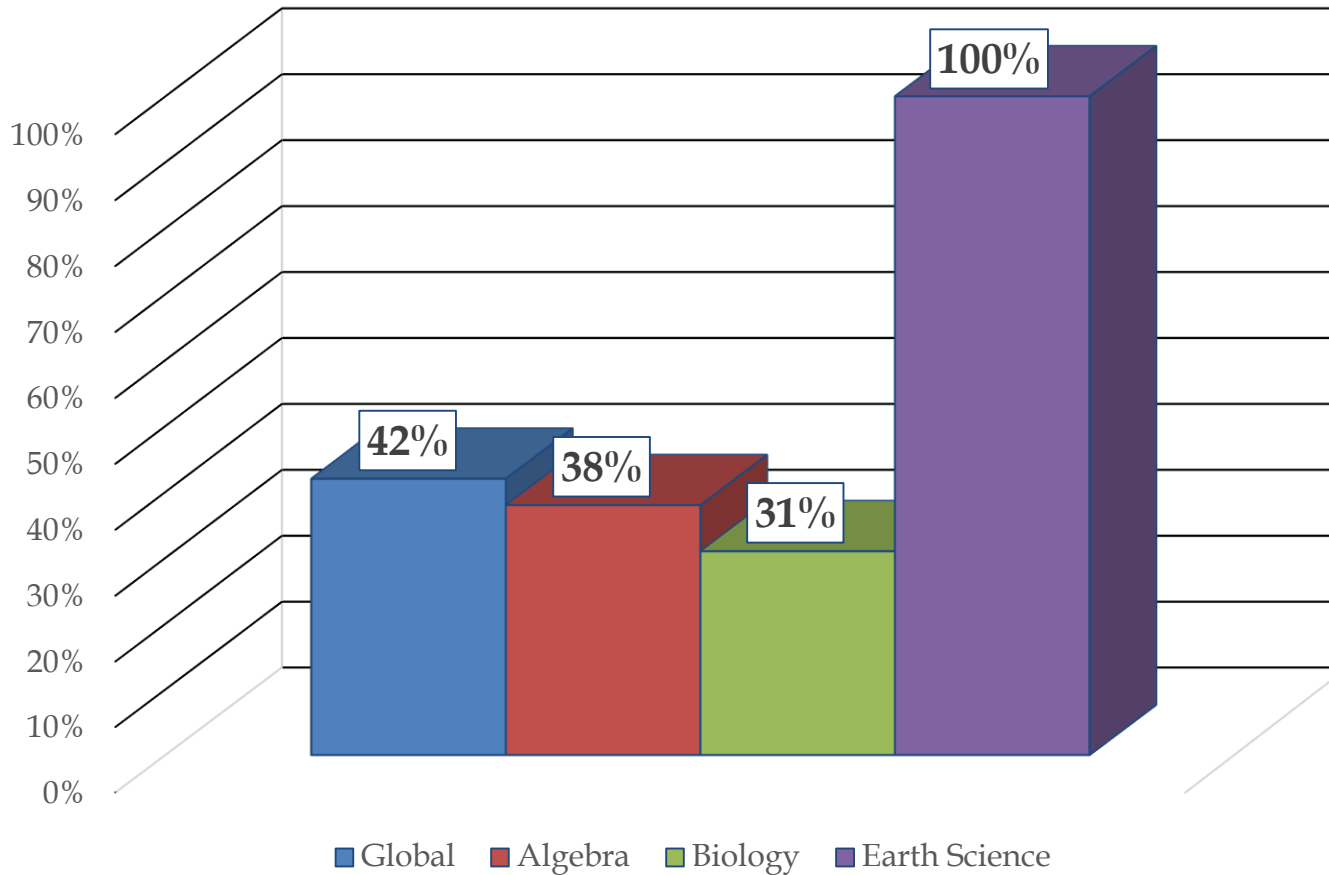
#207 NYSESLAT Level and Regents Passing Correlation June and August 2018



NYSESLAT Level

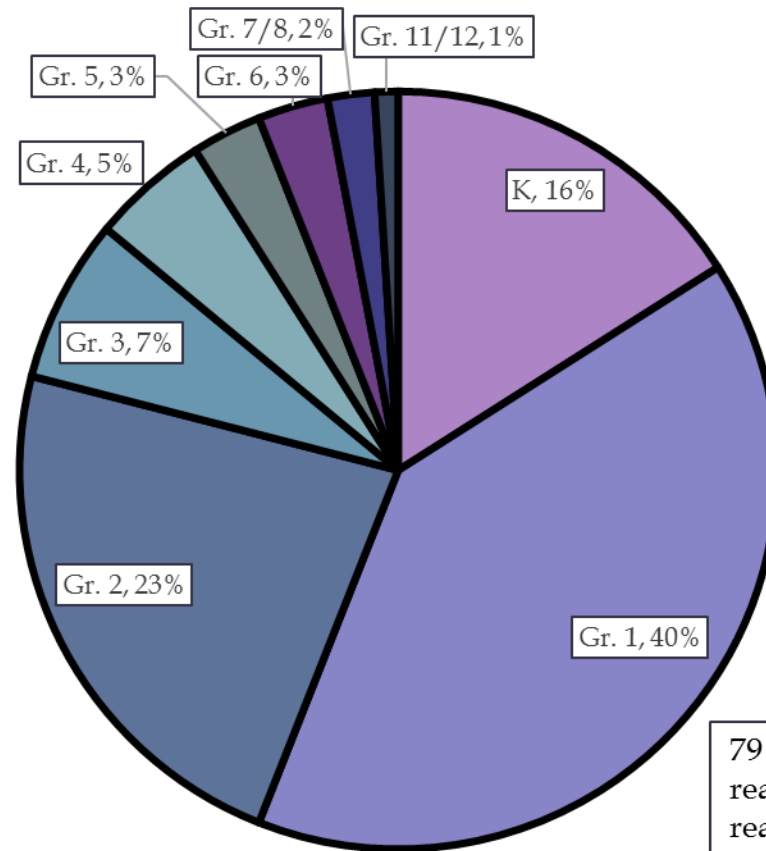
■ Alg Passing
 ■ Liv. Env. Passing
 ■ Glob Passing

#207 Students NYS Regents Results by Percentage June and August of 2018



*1 student took the Earth Science Regents

Independent Reading Level Grade Equivalents for #207 Students



**274 OUT OF 287
#207 STUDENTS
TESTED:=96%**

79 % of #207 students are reading at a 2nd grade reading level or below.

Student Attendance - Please complete the prompts/questions below.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Average Daily Student Attendance Rate (%)	89.0%	89.8%	87.91%
Key Questions/Prompts	Analysis / Report Out		
Describe patterns of student attendance data (e.g., late/miss	As a school, our ADA% is 87.91%. When we look at our subgroups, we see that the ADA% of our Asian students is 93.41%, our African students is 94.10%, and our Latino students is 81.15%. Our SPED population, all of whom are Bilingual Latino students, has an ADA% of		

Student Attendance - Please complete the prompts/questions below.	
first period, chronic absenteeism among certain students, grade levels, etc.).	78.89%.
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.	We have noticed that the attendance of our Latino students is the lowest and so we decided to dig deeper into some reasons for this using the DDI cycle and engaging both our parents and students in conversations. What we have found is that young Latina girls are not attending schools regularly each month and it is affected by their menstruation cycle. In response we have brought on board a Bilingual Spanish-Speaking Planned Parenthood Counselor to work with these students and their families to change this behavior and get them to school daily regardless of the time of month. We have engaged our Bilingual Spanish-Speaking Attendance Teacher to go on regular home visits to our top 25 least attending students. She is working with the families and the social-worker to put individual intervention plans in place and when needed is making CPS calls. We have implemented an after-school detention for students who are late to school and in that time period we provide attendance supports and instruction on the need to come to school daily. We realize that our Special Education students are struggling in attendance. 35% of our Latino population in Special Education and we are working to engage them in various activities such as Boxing, a Robotics after-school program, a STEM club, and connect them to the variety of community supports that we have present for our students in the building. Additionally, we are arranging meetings with the families so that they can have access to ENL classes and attend our Saturday Academies to better motivate the students to be in attendance regularly. Finally, our Say Yes Family Engagement Specialist and New Parent Center Coordinator are both assisting our Bilingual Spanish-Speaking CTE teacher in arranging work-based Field Trips to expose our Special Education students to a variety of careers and highlight the importance and correlation of good attendance and high school graduation using resources from Hedy Chang's AttendanceWorksw.org

Teacher Attendance - Please complete the prompts/questions below.				
2018-19	Baseline (%)	2018-19 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)	97.9%	91.8%	95%	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	Of the 3,588 Aggregated Teacher Attendance Days from September to the end of January, we have had 179.5 days of aggregated teacher absences. This amounts to a 5% absence rate and a 95% ADA%. We have one teacher on Maternity Leave. We have seen that most of our Teacher Absences are falling under illness.			
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.	We have recently started asking teachers for doctor's notes for any absence that is attached to a long weekend or that is a multi-day absence. We are hoping that this request will eliminate any days taken when teachers are not actually sick or in need of a doctor. We have identified 5 teachers that have missed 10% or more of the school days so far and are meeting with them to discuss their attendance and how their absence often results in lower quality instruction for the students. Also, we have worked with the Lafayette Campus Health and Wellness Team to write a grant in order to have a Massage Therapist come in during Regents week in order to provide self-care and massage to the staff members. Additionally, we have begun a Biggest Loser Challenge among the staff members to increase health and wellness. Finally, we have had our Phys. Ed. teacher offer classes to staff members in spinning and yoga. We are also focusing dialogues with the staff on self-care and mindfulness techniques. Common Planning has focused on the needs of the students identified by data but also the needs of the teachers garnered through surveys and teacher feedback.			

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.

2018-19	Baseline (#)	2018-19 Target	Year to Date	
Office Discipline Referrals (#)	69	325	92	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	Of our 92 ODRs, 54 of them occurred in the classroom setting. 22 were 9 th graders, 49 were 10 th graders, and 18 were 11 th graders. 19 of the 22 9 th graders were Latinos, 32 of the 49 10 th graders were Latinos, and 9 of the 18 11 th graders were Latinos. Of the 54 ODRs that occurred in the classroom, 75% of them were for classroom disruption, defiance of authority, or disrespectful behavior. The most frequent days for ODRs were Tuesday and Friday and they were clustered as happening most between 12 and 2 pm daily. No one student had more than 4 removals due to an incident this year. 3 students had 4 ODRs, 2 students had 3 ODRs, 22 students had 2 removals and 27 students had only 1 removal.			
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.	We see by the data that the 10 th grade is the group who is struggling the most with ODRs and behaviors. We are targeting 3 teachers that work with 10 th graders and meeting with them bi-weekly to discuss the classroom environment and their classroom management skills. We have PDs schedule on Emotional IQ: Supporting Students Suffering from PTSD and Classroom Management Techniques. The focus in our Common Planning has been on supporting the neediest students through a Kid Talk protocol. During this protocol each Wednesday, students who've been identified through data are discussed and an individualized intervention plan is put into place with supports from both the teachers, counselors, community supports and SST. Additionally, we are working with BOCES R-BERN and various community groups to develop more supports and interventions to support our Latino students in high-quality and rigorous projects in the classroom that allow them to connect with the content and engage them in the learning. The counselors are meeting individually with students that have ODRs and are struggling weekly. Several students are using Check-In, Check-Out to build relationships between the teachers and students. We are also working with members of the Latino Community to develop a professional development series that will better train our teachers to support the Latino students and their families. Finally, we know that research shows that the number one intervention for behavior problems in classrooms are developing highly-engaging and students-centered lessons. Through our work with the Internationals Network for Public Schools, all teachers receive 3 hours of PD monthly from the INPS coach and certain teachers receive targeted coaching support from them as well for 2 additional hours monthly. The Principal and Assistant Principal also receive a half hour each of leadership coaching weekly in order to lead this work more effectively.			

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

Key Questions/Prompts	Analysis / Report Out
Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are	We offer ELT both before school for one hour and after school for 2 hours. Before school we offer Algebra Regents Review for an hour Monday - Thursday, Research and Writing Skills for Spanish Speakers on Tuesday and Thursday, and Visual Arts and Writing in English on Tuesday. After school for two hours we have ELA Extra Help Monday and Tuesday, ENL Extra Help on Monday and Wednesday, US History Regents Review on Tuesday and Thursday, Living Environment Regents Review on Monday, Wednesday, and Thursday, Global Studies Regents on Tuesday and Thursday, and we have also worked to bring in the BPS Multilingual Department on Tuesday and Thursday to tutor ELL students from the Lafayette Campus as well as from other High Schools District-Wide. All of our ELT programs are staffed by teachers from our schools. Program materials are monitored through the observations of the administrators during ELT time and through student feedback. Teachers are required to create high-quality lessons that meet the rigor required for the students to pass the Regents Exams. Multilingual Aides are also utilized to support the students in various languages and to make the ELT content accessible even when English proficiency is low.

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.

meeting students' needs?	
Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as trends in progress noted through analysis of data.	Teachers utilize exit tickets for each ELT program daily in order to take formative assessments on student learning. The teachers use this data to guide their planning. Additionally, student attendance is tracked and an analysis of the January Regents Exam results will be studied and used to improve and capitalize on ELT curriculum that increases student achievement. June and August Regents Exam results were used to develop the topics and skills that needed to be addressed. This will also be done with January results.
What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.	We are bringing 4 more tutors on board from the Daemen Tutoring Program that will work to support the ELT teachers in the after school classrooms with our Lafayette International teachers. Additionally, we are recruiting 4 more Spanish-speaking teachers to run Regents Review courses in Spanish, like our morning Algebra course, in order to prepare and better support the students in our Bilingual Spanish Program. Finally, we are working to provide these types of review and Regents Prep courses during our Saturday Academy times so that we can offer these supports to students that cannot stay after-school because they care for younger siblings but still want to receive the targeted preparation for their exams. We are moving the Anne Frank Project Drama-Based Instruction into an ELT program in the spring in order to support instruction for our Bilingual and SIFE students.

2. PROJECT PLAN IMPLEMENTATION

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

Key Strategies List the Key Strategy from your approved SIG Continuation Plan		Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.
1.	Job-embedded professional development for teachers	Green	<ul style="list-style-type: none"> Utilize the Buffalo State Anne Frank Project Drama-Based Instructional Strategies as an ELT and continue on Building a Positive and Restorative School Culture and Environment through PDs on Emotional IQ, Trauma-Informed Care, and Classroom Management. Regional –Bilingual Education Resource Network (RBE–RN) trains teachers in learning strategies in the ENL and bilingual Classrooms for students with PTSD Internationals Network for Public Schools [INPS] <ul style="list-style-type: none"> INPS coach provides 1:1 and/or small group coaching based on the needs of teachers each month INPS coach engages faculty to work collaboratively on quantitative and qualitative analysis of student work and inquiry based learning cycles that assess the effectiveness of instructional strategies for both teacher and student development <p>While continuing to focus on collaborative learning environments, INPS also works to train all staff on rigorous language and content integration in instruction and collaborative learning strategies.</p>
2.	Rigorous Stand Alone Instruction	Yellow	<ul style="list-style-type: none"> Beginning January 11th, we reworked our Stand Alone ENL classes to focus intensely on early literacy skills. 76% of our student population is reading below a 2nd grade level and we will utilize the following resources to increase student literacy levels: <ul style="list-style-type: none"> IRLA and the American Reading Company Intervention kit and Teacher conferencing will be one learning center that the students will each visit one time a week each in order to strengthen

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

			<p>such skills as Initial Sounds and Digraphs, High-Frequency words, Onset and Rime, 2 Syllable Words and Multisyllabic Word Recognition.</p> <ul style="list-style-type: none"> ○ LEXIA Power Up will be utilized to intervene with all students in Stand Alone in order to improve reading fluency and reading comprehension. ○ Project-Based learning will continue to occur in order to allow students of all levels to access grade-level concepts and content and to reinforce the instruction on the Core Contents of ELA, Math, Science and Social Studies.
3.	Job Embedded Professional Development to learn strategies to meet student/family socio-emotional needs	Green	<ul style="list-style-type: none"> ● Job Embedded Professional Development provided/offered to all teachers re: socio emotional needs of teachers. This PD includes workshop included: <ul style="list-style-type: none"> ○ INPS provided workshops at the Fall Conference in NYC (and the upcoming Spring Conference in Buffalo) on Community Schools programs and Trauma Informed Care. ○ Saturday PD offered to all teachers at Lafayette on brain research and strategies re: trauma by Regional –Bilingual Education Resource Network (RBE–RN). ○ Common Planning Time provided to all teachers, accompanied/facilitated by administration, re: student’s socio-emotional needs. Protocols such as looking at data on subgroups, individual student issues and support from the special education Student Support Team [SST], with the goal of supporting student and family socio-emotional needs. ○ Networking as school program with community based organizations such as Say Yes and Northwest Buffalo Community Center in our Community Schools work on both Saturdays and during the week (including our Adult Education services offered in the evening) with the goal of identifying needs and services for our families who have underwent/are undergoing significant trauma.

(For all SIG Cohort 6 and 7 schools that selected the Innovation Framework Model ONLY)

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

3. BUDGET/FISCAL *

<u>Budget Analysis</u>			
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.			
Expenditures *** Expenditures are from July 2018 – December 2018 PSSG DK19	Status(R/Y/G)	If expenditures from the approved 18-19 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.	
Salaries for professional staff-Code 15 \$45,873 YTD \$10,602 - 23% @ December 2018	Green	ELT began October 2018. Substitutes are being utilized.	
Salaries for Support Staff- code 16 \$23,456 YTD \$14,622 – 62% @ December 2018	Green	Position is filled.	
Purchased services-code 40 \$153,213 YTD \$ZERO - ZERO% @ December 2018		N/A	
Purchased services-code 45 \$NONE YTD \$ZERO – ZERO% @ December 2018		N/A	
Travel expenses-code 46 \$4,736 YTD \$148 – 3% @ December 2018	Green	Contract with Buffalo State is executed. DTSDE funds will amended.	
Employee Benefits-code 80 \$19,929 YTD \$6,113 – 31% @ December 2018	Green	Expended per BPS schedule.	
Indirect cost-code 90-	Green	COMPLETED AT THE END OF THE PROJECT.	

* Supporting fiscal documents should be available upon request.