

**C1003(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 Public Schools	Academy 131 @4	140600010133		SIG:	Model: Transformation	Cohort: SIG 7
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment		
Name	Date of Appointment	7-12	6.9%	Total enrollment: ELL %: 5.44 SWD%: 31.65		
Adriann Johnson-Cofield	September 2016					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<i>Brief Analysis/Report Out of Overall Implementation Status</i>				
Name and Contact Information	(Red/Yellow/Green)	The Academy School continues implementation of the SIG Plan. We have made significant advances in creating an educational environment that fosters improved teacher practices as well as an academic environment that supports student engagement and participation. Through collaboration with staff and students, The Academy School now has a clear vision that the staff can articulate to the entire school community so that everyone begins to work to achieve common goals. The Academy School now has positive relationships and interventions in place that will target student needs and provide a more individualized education for each student. For the 18/19 SY we have improved our instructional practices and procedures. Our instructional coach is working with teachers both inside and outside of the classroom. Our content teams are working on writing clear student objectives, ensuring assessments match objectives, engaging instructional techniques, the data analysis process, and Step Up to Writing implementation. In addition, we continue to use restorative practices to strengthen student teacher relationships. Site Based Management Team (SBMT)/Family Engagement meetings are now in place. There is a focus on increasing community partnerships to develop a plan to enhance the school community, increase				
Sabatino Cimato Scimato@buffaloschools.org						

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort
			<p>parent engagement, and monitor progress. Positive behavior interventions and supports (PBIS) and student support team (SST) meetings ensure student behavior intervention plans and other student supports are being implemented and documented with fidelity. The attendance teacher continues to make home visits (59 as of 1/14/19) phone contacts (249) and holds conferences with parents as the situation allows for students at risk. Six child protective services (CPS) calls have been made to date for students with severe attendance issues. An English as a New Language (ENL) teacher was added to provide push in support for ENL students in core area classes. A full-time guidance counselor provides students with individual pathways to success while reviewing progress regularly with students and their families. A leadership team continues to provide regular instructional monitoring and feedback throughout the year in relation to professional development and school priorities. Extended learning time (ELT) serves to provide students with additional academic instruction as well as an alternative to suspension. A New Alternately Assessed (NYSAA) 6:1:1 classroom was added this year to support students who have varying developmental disabilities, but also require individualized behavior support. Using the unique curriculum, students are exposed to NYS Learning standards. Aides/assistants are included in professional development opportunities and have engaged in sessions targeted just for them. In addition to embedded professional development from the Instructional Coach, Saturday sessions surrounding data driven instruction. Two of these sessions are building on a year-long PD with district leaders in the Curriculum, Assessment and Instruction department. Finally, a school Technical Assistance Center on Disproportionality (TAC-D) team meets monthly to analyze the root cause of black and brown students being suspended disproportionately. The team also works to bring back awareness and strategies to address disproportionality at the Academy School.</p>

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	------------	---

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 <i>summarize</i> on-going and formative data used to address student needs and determine progress toward student achievement goals.																																											
Key Questions/Prompts	Analysis / Report Out																																										
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	<p>Academy Performance Targets</p> <p>In attempts to increase student assessment performance the Academy has set targets for each core content area. Unable to use past performance data trends due to skewed data of the schools' population while including students not housed at 425 South Park, the targets were determined based on the NYS metric of closing 20% of the performance gap over 5 years. Although in the past there may have been a lack of reliable school-wide data, we now have had the opportunity to analyzed strictly enrolled students' data to determine an action plan for greater success.</p>																																										
	<p style="text-align: center;">Academy Instructional Performance Targets</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ELA 11</td> <td>29%</td> <td>32%</td> <td>35%</td> <td>38%</td> </tr> <tr> <td>Algebra</td> <td>29%</td> <td>32%</td> <td>35%</td> <td>38%</td> </tr> <tr> <td>Geometry</td> <td>0%</td> <td>4%</td> <td>8%</td> <td>12%</td> </tr> <tr> <td>Earth Science</td> <td>14%</td> <td>18%</td> <td>22%</td> <td>26%</td> </tr> <tr> <td>Biology</td> <td>25%</td> <td>28%</td> <td>31%</td> <td>34%</td> </tr> <tr> <td>Global</td> <td>24%</td> <td>27%</td> <td>30%</td> <td>33%</td> </tr> <tr> <td>US History</td> <td>36%</td> <td>39%</td> <td>42%</td> <td>45%</td> </tr> </tbody> </table>					17-18	18-19	19-20	20-21	ELA 11	29%	32%	35%	38%	Algebra	29%	32%	35%	38%	Geometry	0%	4%	8%	12%	Earth Science	14%	18%	22%	26%	Biology	25%	28%	31%	34%	Global	24%	27%	30%	33%	US History	36%	39%	42%
	17-18	18-19	19-20	20-21																																							
ELA 11	29%	32%	35%	38%																																							
Algebra	29%	32%	35%	38%																																							
Geometry	0%	4%	8%	12%																																							
Earth Science	14%	18%	22%	26%																																							
Biology	25%	28%	31%	34%																																							
Global	24%	27%	30%	33%																																							
US History	36%	39%	42%	45%																																							
	<p>English Language Arts</p> <p>The overarching trend running through the performance of the Academy's students on both the June 2018 and August 2018 Regents Exam as well as the 2018 District-Based Assessment (DBA) 1 Assessment (in all the grade levels) is the divide in results between the multiple-choice section and the essay sections. As a whole, a larger number of students were successful on the latter than on the former.</p> <p>On the June 2018 Regents Exam, only 6 of 24 students scored better than 50% correct on the multiple-choice section (12 out of 24). However, 12 out of 24 scored better than 50% correct on the argument essay (reaching 3 or more out of a possible 6 points) and 14 out of 24 scored better than 50% on the literary analysis essay (reaching 2 or more out of a possible 4 points). Of the students who scored better than 50% correct on the multiple choice, only 2 failed, one of which would go on to pass the exam in August. However, 7 of the students scoring 50% or better on the argument essay and 8 of the students scoring 50% or better on the literary analysis essay would fail the exam. Thus, our largest opportunity for growth towards better passing rates is improving performance on the multiple-choice section.</p>																																										
	NYS Regents English Examination Date: 6/18/18																																										

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.

Part 1	Part 2					Part 3							
Total MC Score	Score	Score	Score	Resolved score	Weighted Raw Score (Resolved score X 4)	Score	Score	Score	Resolved Score	Weighted Raw Score (Resolved score X 2)	Total Weighted Raw Score for Parts 1,2, and 3	Final Exam Score	
	A	C	B			B	A	D					
16	3	3		3	12		3	3	3	6	34	71	
16	4		3	3.5	14	3		3	3	6	36	76	
14	2	2		2	8		0	0	0	0	22	35	
11	4	4		4	16		2	2	2	4	31	65	
10	3	4		3.5	14		2	2	2	4	28	55	
14	4	3		3.5	14		3	3	3	6	34	71	
4		5	5	5	20	4		4	4	8	32	66	
6	3	4		3.5	14		3	3	3	6	26	48	
5	4	4		4	16		0	0	0	0	21	32	
12	3		2	2.5	10	2	2		2	4	26	48	
10	3	2		2.5	10		0	0	0	0	20	29	
7	4	4		4	16		0	0	0	0	23	38	
9		2	1	1.5	3	0		0	0	0	12	8	
10	0	0		0	0		0	0	0	0	10	6	
7	3	2		2.5	10		0	0	0	0	17	19	
4	3	3		3	12		1	1	1	2	18	22	
9	3		2	2.5	10	2		3	2.5	5	24	42	
3	5	5		5	20		3	2	2.5	5	28	55	
17	3	2		2.5	10		3	3	3	6	33	69	
9	3	2		2.5	10		2	2	2	4	23	38	
11	5		5	5	20	2		2	2	4	35	73	
10		3	2	2.5	10	2		2		4	24	42	
8	3	2		2.5	10		0	0		0	18	22	
13	3	3		3	12		3	2	2.5	5	30	60	

A noteworthy factor in examining this data is the fact that the questions in the multiple-choice section that assess literary standards were the largest gap between our school and the district, which is counterintuitive considering the results on the literary analysis part of essay section. Specifically, on all the questions related to RL.3 (Analyze the impact of the author's choices regarding how to develop and relate

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.

elements of a story or drama) and RL.5 (Analyze how an author’s choices concerning how to structure specific parts of a text), there was not a single instance where more than 50% of students answered correctly. Only once on the multiple-choice questions for the entire literary passage (which comprised the first 9 questions of the test) did students break that plateau. It should also be noted that two of the students taking this exam were in the Gradpoint credit recovery course for instruction, which is different in content and expectations than the district curriculum. Neither were successful on the June exam.

While lesser in degree, this pattern still repeats itself in the August exam. Of the 11 students who took the exam, 5 scored 50% or better on the multiple-choice section, while 7 scored 50% or better on the argument essay and 6 scored 50% or better on the literary analysis essay. Only one of those students scoring 50% or more on the multiple-choice failed (and that student should be viewed as an outlier, as they did not complete one of the two essays), while 5 of the students scoring 50% or more on the argument essay failed, and three of the students scoring 50% or more on the literary analysis essay failed.

NYS Regents English Examination Date: 8/16/18												
Total MC Score	Part 1 Score	Part 2 Score	Score	Resolved score	Weighted Raw Score (Resolved score X 4)	Score	Part 3 Score	Score	Resolved Score	Weighted Raw Score (Resolved score X 2)	Total Weighted Raw Score for Parts 1,2, and 3	Final Exam Score
8	4	4		4	16	3	1	3	3	6	30	58
12	5	4		4.5	18	2	2		2	4	34	70
8	3	3		3	12	2	2		2	4	24	39
10	0	0		0	0	0	0		0	0	10	6
9	0	0		0	0	1	1		1	2	11	7
6	2	2		2	8	2	1		1.5	3	17	17
13	4	4		4	16	2	2		2	4	33	67
18	4	3		3.5	14	3	3		3	6	38	79
9	2	2		2	8	2	1		1.5	3	32	32
12	5	4		4.5	18	2	3		2.5	5	35	72
15	3	3		3	12	0	0		0	0	27	49

As a whole, the DBAs reflect the educational obstacles that are endemic to our student population as described in the attendance section of this document: high levels of absenteeism and disengagement. For DBA 1 in English 1, 14 of the 24 students failed to complete either the multiple-choice section, the essay section, or both. No student reached or approached mastery, and in fact all scored below a 50% average for the combination of both portions. That trend continued with slight improvement in DBA 1 for English 2. Specifically, 56.5% of English 2

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.

students completed DBA 1. No English 2 students passed the assessment, and only two students got between a 55 and 65, or level two. One of those level two students wrote an essay that could not be scored because it did not answer the question. The other level two student did not even complete the essay, as he was absent for most of the semester. Of the level one students, only two attempted to complete the essay. DBA 1 for English 3 reinforced that theme, as that there were 18 students who were on roster and 11 of them completed neither the multiple-choice section nor the essay. Of that remaining group of six students, only 2 students scored above a 55.

However, English 4 had much higher rates of completion, and demonstrates many of the issues that we have seen with the June and August Regents exam. First, 86.4% of English IV students completed DBA 1. All students who scored at least a 55 (level 2 or above) wrote the essay. Only three students who completed the essay scored lower than a 55%. Additionally, four other students completed the essay after the submission deadline, which would have likely increased performance for the school as a whole.

In this DBA, multiple choice continued to be a struggle for our students. The standards that students struggled with the most on the multiple-choice questions were RL.11-12.2 and RL.11-12.3. Of the multiple-choice questions with the lowest score, three of them dealt with RL.2 dealing with determining two or more themes or central ideas in a text and analyzing their development, and two of them dealt with RL.3, the same standard that was the challenge for the June Regents. As noted in analyzing the DBA tests themselves, many of the writing pieces that give our students difficulty are densely written because the authors utilize complicated grammatical structures, such as comparative conjunctions and parenthetical phrases. Parenthetical phrases (appositives, asides, interjections, free modifiers, absolute phrases, etc.) often overwhelm our students, obscuring the meaning of the texts with artistic language. Our students have never had the direct grammatical instruction required to decode more erudite literature.

Mathematics

The focus of our analysis was the 2018 June Algebra I Regents as well as the District-Based Assessment #1 for Algebra I (full year), Algebra I (year 1 of 2), and Algebra I (year 2 of 2). We also look at past NYS assessment results and classroom attendance data.

The selected Item Analysis below is from the ALGEBRA June 2018 Regents. Those questions are from the standards: A.CED.4, A.APR.3, and F.IF.3. Question 23 did not have a large gap compared to the district because the district performed poorly on that question. These standards were the basis of our strategy adjustment discussed in the next section.

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.

Standard - A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	I-23	23%	10	5	8	7	0	33%	17%	27%	23%	0%	0%	0%	-5%
Cluster - Understand the relationship between zeros and factors of polynomials.															
Standard - A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	I-18	33%	11	10	6	3	0	37%	33%	20%	10%	0%	-27%	-27%	-33%
Standard - F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.	I-24	3%	18	7	1	4	0	60%	23%	3%	13%	0%	-18%	-18%	-22%

DBA data shows low participation rate in the DBA #1 exam. The reasons include: refusal, classroom absence during test administration (tardy to school after class session over) and absence from school.

Algebra 1 and DBA 1 results showed a low participation rate. Of the eligible 14 students for one teacher, only 9 students attempted the DBA. This shows a slight improvement for participation from last year's data. For any single question, the greatest percentage of students who answered the question correctly was 67% which again shows an increase when compared to last year's data.

While participation and correctness in answering a question increased slightly, so too did students' attempts at the constructed response items. Of the 3 constructed response questions, all students scored a 0 for question 11. However, 11% scored a 1 out of 4 pts and 11% scored a 4 out of 4 pts on question 12. Question 13 saw somewhat similar results in that 11% scored a 1 out of 6 pts. However, all remaining students scored a 0 out of 6 pts. on question 13.

Algebra 1 students showed weakness in explaining each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Students demonstrated weakness in constructing a viable argument to justify a solution method. Students also showed weakness using units to guide the process of finding the solution to multi-step problems, choosing and interpreting units consistently in formulas, and choosing and interpreting the scale and the origin in graphs and data displays. Furthermore, Algebra 1 students had difficulty with creating equations in two or more variables to represent relationships between them. Graphing equations on coordinate axes with labels and scales was also difficult for the students.

More importantly when looking at assessment results from previous years, students do not have strong skills in reading, writing, and mathematics. Looking back as far as 3rd grade at NYS assessment scores almost every student has been well below proficiency (mostly 1's) for most or all of their academic careers in both ELA and Math.

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.

Algebra Full Year

Question	*	-	1/a	2/b/1	3/c/2	4/d/3
1	0 %	0 %	22.22 %	22.22 %	55.56 %	0 %
2	0 %	0 %	0 %	11.11 %	66.67 %	22.22 %
3	0 %	0 %	0 %	25.00 %	25.00 %	50.00 %
4	0 %	0 %	25.00 %	12.50 %	50.00 %	12.50 %
5	0 %	0 %	33.33 %	50.00 %	0 %	16.67 %
6	0 %	0 %	66.67 %	33.33 %	0 %	0 %
7	0 %	0 %	14.29 %	42.86 %	14.29 %	28.57 %
8	0 %	0 %	42.86 %	28.57 %	28.57 %	0 %
9	0 %	0 %	33.33 %	0 %	16.67 %	50.00 %
10	0 %	0 %	50.00 %	16.67 %	16.67 %	16.67 %
11	0 %	0 %	100.00 %	0 %	0 %	-
12	0 %	0 %	77.78 %	11.11 %	0 %	0 %
13	0 %	0 %	88.89 %	11.11 %	0 %	0 %

DBA 1 Algebra Year 1

DBA Algebra I Year 1 of 2

Question	*	-	1/0	2/1	3/2	4/3
1	0 %	0 %	0 %	0 %	50.00 %	50.00 %
2	0 %	0 %	75.00 %	0 %	0 %	25.00 %
3	0 %	0 %	0 %	0 %	75.00 %	25.00 %
4	0 %	0 %	50.00 %	50.00 %	0 %	0 %
5	0 %	0 %	0 %	0 %	25.00 %	75.00 %
6	0 %	0 %	50.00 %	25.00 %	25.00 %	0 %
7	0 %	0 %	25.00 %	25.00 %	25.00 %	25.00 %
8	0 %	0 %	0 %	25.00 %	25.00 %	50.00 %
9	0 %	0 %	50.00 %	50.00 %	0 %	0 %
10	0 %	0 %	25.00 %	50.00 %	25.00 %	0 %
11	0 %	0 %	75.00 %	25.00 %	0 %	-
12	0 %	0 %	50.00 %	50.00 %	0 %	-

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

DBA 1 Algebra Year 2

Algebra I Year 2 of 2

Question *	-	1/0	2/1	3/2	4/3	
1	0 %	9.09 %	36.36 %	0 %	18.18 %	36.36 %
2	0 %	9.09 %	0 %	18.18 %	45.45 %	27.27 %
3	0 %	18.18 %	9.09 %	18.18 %	54.55 %	0 %
4	0 %	18.18 %	9.09 %	18.18 %	36.36 %	18.18 %
5	0 %	18.18 %	0 %	0 %	63.64 %	18.18 %
6	0 %	18.18 %	27.27 %	9.09 %	18.18 %	27.27 %
7	0 %	18.18 %	9.09 %	9.09 %	45.45 %	18.18 %
8	0 %	18.18 %	9.09 %	18.18 %	36.36 %	18.18 %
9	0 %	18.18 %	27.27 %	36.36 %	18.18 %	0 %
10	0 %	18.18 %	0 %	27.27 %	36.36 %	18.18 %
11	0 %	0 %	63.64 %	18.18 %	18.18 %	-
12	0 %	0 %	81.82 %	9.09 %	9.09 %	0 %
13	0 %	0 %	72.73 %	18.18 %	9.09 %	0 %

Science

In Science, we are focusing on the lab eligibility for both Living Environment and in Earth Science because, without satisfying the state lab requirement, students are automatically disqualified from taking that exam. For Earth Science, the Practical Exam (Part D) is taken prior to the written portion of the exam and is worth 16 points, which is factored into the determination of the final scaled grade on the Regents. Students that do not complete the required amount of classroom lab minutes with satisfactory documentation before the administration of the Lab Practical are ineligible to take any portion of the exam. The written part of the ES Regents, which is administered after Part D (The Practical), includes 86 questions which consist of both multiple choice and short answer, and includes constructing/interpreting graphs, interpreting the Earth Science Reference Tables (ESRT), and interpreting drawings.

Earth Science Regents June 2018 (Lab Practical Scores Included)

Name	ES Practical 2018	ES Exam 2018
1	No-show	25
2	Lock up	Lock up
3	No-show	26
4	Refused 6/6-took 6/7 4	40
5	6	44
6	Refused	No show
7	No-show	No show
8	3	46
9	3	67
10	4	50

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

For the June 2018 Earth Science (ES) exam, of the 30 students that were enrolled in the class, 10 were eligible to take the Lab Practical, thereby leaving 20 students ineligible to take the exam due to disqualification from lack of the required class lab minutes and satisfactory documentation. Of the 10 that were eligible to take the ES Practical, 6 students did not take it because of absences on the day of the test. Additionally, 3 of those students were absent for the written part of the exam as well. Of the 7 students that took the written part of the exam, 4 had earned some credit on the Practical, but only 1 passed overall.

Furthermore, in previous years the message to students was that they did not need to pass the Earth Science Exam to meet graduation requirements if they had previously passed the Living Environment exam. Currently students need 3 total science classes and one successful Science Regents Exam to satisfy their Regents Diploma Requirements. However; with the addition of CTE courses and the new CDOS 4+1 graduation pathways, students now can use multiple science exam credits towards alternate pathways for graduation.

Further examination of the written portion of the June 2018 exam shows that students did not perform well compared to others in the district when it came to Mathematical Interpretation, Reasoning, and Drawing Mathematical Conclusions, Explaining Phenomenon (Mathematically Based), Interactions between Air/Land/Water, and on Characteristics of Materials.

PI and KI Earth Science Exam Trends	% Gap to District
PI-Deductive/Inductive Reasoning Mathematical Conclusions (K1m2)	-23%
PI-Deductive/Inductive Reasoning Mathematical Conclusions (K1m3)	-27%
PI-Explain Phenomenon (4ps.1.1c)	-36%
PI-Explain Phenomenon (4ps.1.1f)	-26%
PI-Explain Phenomenon (4ps.1.2b)	-28%
PI-Current theories about universe/solar system (4ps.1.2h)	-40%
PI-Current theories about universe/solar system (4ps.1.2h)	-36%
PI-Interactions of Spheres of the Earth (4ps.2.1e)	-46%
PI-Interactions of Spheres of the Earth (4ps.2.1j)	-26%
PI-Interactions of Spheres of the Earth (4ps.2.1r)	-27%
PI-Interactions of Spheres of the Earth (4ps.2.1u)	-28%
PI-Matter is made of particles and determine characteristics (4ps3.1c)	-36%
PI-Earth's/Celestial Motion and perspectives (ps.1.1f)	-34%
PI-Interactions of Spheres of the Earth (4ps.2.1g)	-35%
PI-Interactions of Spheres of the Earth (4ps.2.1g)	-40%
PI-Interactions of Spheres of the Earth (4ps.2.1m)	-30%
PI-Matter is made of particles and determine characteristics	-52%

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.

(4ps3.1a)	
PI-Matter is made of particles and determine characteristics (KI 6.2)	-46%

Unlike Earth Science, in Living Environment, the Part D portion of the exam is included in the written part of the exam and not given beforehand. Part D for Living Environment is based upon 4 required state labs and is included within the written part of the Regents Exam. In June 2018, 30 Students sat for the Living Environment Exam, meaning that they were lab eligible. 8 out of 30 students passed the Living Environment lab with a 65% or greater. 7 out of 30 students that were lab eligible to sit for this exam were absent for the exam (AFE). The other 15 students that did take the Living Environment Exam did not pass the exam but are eligible to challenge the exam in January 2019.

Social Studies

In June 2018, students took the New York State Transition Regents Examination for Global History and Geography. This exam consisted of the following: Part I contained 30 multiple-choice questions. Part II contained one thematic essay question. Part III was based on several documents: Part III A contains the documents followed by one or more questions. Part III B contains one essay question based on the documents. Sixty-seven students were eligible to take the exam. This exam will be replaced by the Framework-Based Social Studies Regents Examination in June 2019. Part 1 of this new exam consists of stimulus-based multiple-choice questions, Part 2 consists of two sets of short-answer constructed-response questions, and Part 3 consists of an extended essay question (Enduring Issues Essay).

Of the 67 eligible students, 43 students took the exam. 15 students passed and 28 students failed. The results of the exam demonstrated the need for increased exposure to a variety of stimuli (maps, graphs, cartoons, etc.) as well as extended reading passages in multiple choice questions. With the change in the essay format, the transition exam did not reflect the difficulty level needed to score well on the Framework exam but did afford the teachers the opportunity to assess writing ability and focus on the skills needed to write for the Framework Exam.

The Global History and Geography DBA 1 was recently administered and is currently in the process of being analyzed through the DDI process during CPT where action plans will be created based on the results of the data.

While examining data for the June 2018 US History Regents we found 26 students were eligible to take exam. Of the eligible students, 5 passed and 11 failed the exam (33% passing rate, overall). A US History DBA assessment is not administered in the district.

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.

Analysis of the exam results and DBA data overall demonstrates the need for increased differentiation and the appropriate use of scaffolds to meet the needs of all students. This includes the use of flexible grouping with a focus on skills including: critical analysis, the use of text-based evidence and content knowledge to successfully answer multiple choice questions and/or expand on written responses, and recognition of numerical relationships to apply numeracy skills.

English Language Arts

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.

At present, there isn't a need to change directly how the department teaches writing. In looking at the data, we had several students on the June and August Regents who summarily skipped one, or both, of the writing sections. This suggests refusal or a lack of test stamina rather than an instructional deficiency. With that in mind the department will continue to focus on fidelity to the District Pacing Guide, with backwards planning still being essential to respond to the absenteeism and transiency of our population, as well as consistency with implementing the Step Up to Writing program to properly scaffold our students in overcoming their writing deficiencies.

In terms of shifts, the English Department has responded to these trends in two differing fashions: tailoring the school-wide independent reading initiative to increase independent reading of complex texts and structurally changing how we approach administering the DBAs. Fundamentally, the structure of many of the DBA and Regents texts are different than what students are reading in class. Overtly during instruction, we are addressing structural things like commas to separate extra information, how a sentence changes after certain conjunctions, etc. which should give students more strategies to use when they are reading independently. This in turn should aid in comprehension, and context vocabulary skills.

Additionally, we have incorporated the school wide initiative on independent reading into daily instruction: One way in which this occurs is through moving some instructional anticipatory sets to brief independent reading practice, where students are encountering sections of text for the first time, employing context vocabulary skills to determine the meaning of unfamiliar words and phrases, and then applying this newly acquired vocabulary in their own writing.

Another way in which this is occurring is the decision to move sections of assigned text away from scaffolded group or small group instruction to independent reading. Again, as before, students will use that section of the text in the Quick Writes (the end of lesson check for understanding) to again make it accountable and meaningful.

In terms of administration, as that the DBA testing window is usually about three weeks, being able to use the whole time, to ensure all students take the assessment, would be ideal. Due to attendance, need levels, and engagement with these district/state required texts, some classes are struggling to complete the required module texts and lessons for the Writing Portion of the DBA. Thus, in planning, we will start earlier, targeting a 9-week instructional window and focusing on administering the multiple-choice section of the DBA earlier than the last week of the quarter/module.

Math

To help close the gaps in understanding, especially regarding the most difficult standards, the math team utilizes a backwards planning model that incorporates action plan strategies from DDI cycles. We use sample test questions and, as a team, share teaching techniques including vocabulary games, cross-curricular share-outs, quizzes, bell work etc. The math team has also increased calls home including positive calls and have utilized school-wide PBIS incentives to help increase the productive seat time for as many students as possible; the lack of which is the largest obstacle in their academic success. For chronic absentee students, the lessons and homework are made available online.

Science

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.

Since the low performance on the Science Regents is partially due to lack of eligibility, the Academy has taken a greater stance on making sure students receive the required lab minutes during the year. The school is actively recruiting a certified science teacher for extended learning and continues to look for additional ways to provide opportunities for students to complete lab minutes and remediate them after absences. Any student who has not met the lab minute requirement has a lab built into their schedule.

For Living Environment, when evaluating Regents exam trends of the past three years, there is no one topic that approaches district success rates. Using this information in conjunction with low attendance for the exam, data is analyzed for students individually during CPT. During this analysis it was evident that students performed poorly on the questions regarding microscope use and therefore lesson planning around this skill will be more developed. It should also be noted that while the student population in the building changes frequently so has the Living Environment teachers. The vacancies have been due to multiple reasons such as illness or unfilled vacancies. This year the administration team adjusted the master schedule so that all science students are being taught by certified teachers.

Students that are trying to remediate class credit and are unable to retake the class due to scheduling or other graduation requirements are taking the course on GradPoint which is computer-based. These students historically struggle on the exam due to the lack of exam preparation incorporated into the online program. Because of this, we have remediation built into the lab portion for those students as well as assistance in ELT. Additionally, students that do not pass the Living Environment Exam in June or August will be scheduled for a Repeater Class/Lab only This class provides those students with a more intensive review and includes test taking strategies to prepare them to successfully pass the January Exam if scheduling permits. Also, because of the new pathways that are available for graduation, the Academy uses multiple methods to inform students as well as guardians of the requirement that students must sit for every Regents exam, they're eligible to take.

For Earth Science, the data shows that an immense number of students are not eligible for the Practical portion of the exam. In attempting to help students meet eligibility requirements teachers and guidance have held credit reviews with parents and students. In these credit review meetings, all parties are informed of the different pathways for graduation which include passing multiple science exams, meaning lab eligibility requirements are a priority.

Social Studies

Based upon the results of the Regents Exams and current District Benchmark Assessments, the Social Studies Department has implemented the following strategies to address the achievement gaps:

In Global Studies 9, we are currently using multiple strategies to assist our students in their educational growth. With vocabulary being essential for students understanding, we are focusing on visualizing and paraphrasing to rewrite terms in the student's own words. To increase reading comprehension, we are applying pre-reading strategies, such as activating prior knowledge before reading independently, so there is a better understanding of what the anchor text is about. The use of charts and other graphic organizers to organize ideas from the reading is also being implemented (a flow chart may help a student understand enduring issues). Scaffolding the document-based questions for primary sources is a strategy that helps students analyze with more understanding. To move students to higher level analysis and inquiry, visuals and question cues are presented.

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.

Global History 10 students receive repeated opportunities to practice stimulus based multiple choice questions. Instruction also focuses on analyzing evidence-based data using a variety of documents. Lessons are geared to fine tuning comprehension and analysis skills. A focus on key ideas, conceptual understandings and overarching themes will prepare students for the new Framework Exam. Students are also practicing skills such as sourcing, geographic context and historical context. Instruction also focuses on using this information to determine bias and reliability.

In US History classes we have implemented more stimulus based multiple choice questions and teach enduring issues to prepare students for the 2020 roll out of United States History Exam. Instruction is driven by data collected from DBA's, formative teacher assessments, and Regents Exams. Lessons are designed to be student friendly while Step Up to Writing Strategies and Differentiated Instruction are incorporated into everyday lessons.

Communication with home is vital in this transition period. Teachers use email, Schoology and texting such as Remind 101 to communicate with students and parents. Teachers provide resources and assignments online to allow student to complete work from home in situations when attendance is a barrier.

Student Attendance - Please complete the prompts/questions below.

2018-19	Baseline (%)	2018-19 Target	Year to Date	
Average Daily Student Attendance Rate (%)	63.6	70.7	64.6	

Key Questions/Prompts Analysis / Report Out

Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).

Enrollment by Grade

Grade	Enrollment
9	23
10	85
11	61
12	44
Total	213

Attendance by Month

Grade	Sept	Oct	Nov	Dec	Current Cumulative
7	8-53.49%	8-32.21%	6-5.56%	8-22.12%	10-29.66%
8	18-66.79%	19-60.65%	19-59.11%	19-57.09%	25-60.87%
9	14-81.44%	19-80.99%	15-63.35%	15-60.44%	22-71.16%
10	64-71.59%	60-59.47%	50-55.04%	47-57.18%	73-61.42%
11	49-76.99%	45-65.12%	37-61.65%	36-54.55%	55-65.72%
12	32-71.03%	30-65.95%	23-65.94%	24-58.47%	33-65.88%
Total	185-72.33%	181-62.54%	150-57.66%	149-55.26%	183-64.63%
Admits	20	10	16	7	53
Withdraws	14	46	7	2	71

Attendance by Severity

131 2018-2019 0131 High School										
Grade	Total	Sat	Sat%	Risk	Risk%	Chron	Chron%	Sev	Sev%	ADA%
09	23	6	26.09	4	17.39	1	4.35	12	52.17	71.35
10	73	18	24.66	2	2.74	10	13.70	43	58.90	61.51
11	54	13	24.07	5	9.26	7	12.96	29	53.70	65.54
12	33	6	18.18	0	0.00	7	21.21	20	60.61	65.88
Total (school:)	183	43	23.50	11	6.01	25	13.66	104	56.83	64.63

Historically, the Academy School population has been comprised of a low total enrollment and transience. However, this year started with a larger enrollment number of 185 students in September, as compared to last year's 127 students. Additionally, 30 new students joined the Academy within the first two months of school. Furthermore, a minimum of five new students continue to be added to the enrollment every month with the number of new students totaling 53 thus far.

However, transience has continued to be widespread and universal with many absences due to incarcerations, trouble at home, placement in a group home, or general lack of motivation. Our overall average daily attendance has steadily decreased as time has gone on this year,

Student Attendance - Please complete the prompts/questions below.

with more students falling into attendance categories labeled chronic and severe. More than half of the students in each grade level are in the severe category with tenth graders being the largest group overall and the group with the worst overall attendance. In looking closely at the data, it was noted that there were significant improvements for 9th and 11th grade in the month of December. However, only a small improvement for 10th graders occurred that same month.

We have found that there is little variance in attendance within grade levels this year or as compared to last year, therefore it seemed more reasonable to start looking at students' attendance on an individual basis rather than by grade level in order to be more effective in implementing an intervention that will have an impact. While looking at individual attendance data, we found inconsistencies with homeroom attendance which affects the overall Average Daily Attendance (ADA) for the school. Additionally, while examining individual students' data, it was evident that students are skipping specific classes or are regularly coming to school late between 9am and 10am.

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.

Total number of Letter sent to date	131
Total number of Phone Calls to date	249
Total Number of Home Visits Completed	58
Number of Attendance referrals	8
Number of referrals to Gateway	16
Number of referrals to Say Yes	9
Number of Referrals to Endeavor	16
Number of referrals to CPS	6

At the Academy, student supports have worked from the beginning of the year to assist students in removing barriers such as insufficient or inappropriate clothing, difficulties in transportation to and from school, and child care. The Academy understands that during the first few months of school there is a significant change in the population of incoming and outgoing students. With that said, the school continuously works specifically to establish a greater sense of community and belonging for all students by incorporating social and emotional learning (SEL) and culturally and linguistically relevant teaching (CLRT) strategies into the curriculum. New students are partnered with a member of student leadership for the first two weeks of school as they get acclimated to the building. Finally, the needs and situation of new students are reviewed during SST meetings to monitor for isolation or social adaptation. Furthermore, the Academy aims to decrease absences due to suspensions by implementing restorative justice practices. A restorative justice class is scheduled for every student, every day to link each student with an adult in the building in order to help build and maintain relationships and a stronger school community. Additionally, engaging instruction from teachers entices students to come to school and stay in class.

In attempting to improve and reward students for satisfactory attendance, a school-wide incentive program has been set up through PBIS to provide both immediate and extended (weekly and monthly) rewards. As part of the school-wide "on time to school" initiative, the PBIS team rewards students by giving each student on time a ticket that can be handed in at the end of the day for a reward of the students' choice. Furthermore, a special announcement is made each Friday and an attendance prize is given to any student on time all week long. PBIS also works with community partners and students supports to provide students on time with a special breakfast randomly once every other month. Lastly, satisfactory and improved attendance are celebrated through monthly field trips based on different metrics each month.

Student Attendance - Please complete the prompts/questions below.

Parents and guardians are made aware of students' absences daily through the districts' Connect Ed robotic communication system (robo-calls.) Additionally, the attendance liaison notifies parents when students arrive at school late. Community partners and other students supports such as the social workers and guidance counselors maintain communication with families when attendance is a concern. Phone calls are made home from teachers after three consecutive absences. The Academy uses the Parent Contact Incentive Program to encourage teachers to make contact home and document all communication in the Parent Teacher Correspondence tab on the district's Infinite Campus attendance system; teachers are provided options for different incentives based on communication. Additionally, teachers are given one period a week specifically for making contacts with students' families. Administration monitors communication by running parent correspondence reports. After two documented phone calls from the teacher, the student is referred to the attendance teacher through a formal system. The attendance teacher monitors and tracks the school's attempts to improve attendance, and responds by sending letters, making phone calls, and conducting home visits to work with families who need support. Additionally, the attendance teacher will help families connect with supporting outside agencies and community partners such as Say Yes and Endeavor when needed or implement PINS/contact CPS when necessary. This year an additional focus has been put on finding students who have severe attendance and are identified as having left school with no documentation (aka code 425). Lastly, a new school-wide approach has been implemented to address students with chronic and severe attendance where students are put on a visual monitoring incentive system via a bulletin board that they manage themselves and set goals to work toward individual progress.

Administration and staff have collaborated this year to create a central attendance progress monitoring system that is utilized by all student support staff including the attendance teacher and attendance liaison as well as community partners when applicable. This central, responsive intervention document allows all administrators and support staff to access individual student information and interventions in place, thereby improving communication and productivity of services and preventing the overlapping of services to maximize resources. School-wide attendance efforts and progress are reflected upon weekly during attendance meetings and as part of the SST systems meetings where attendance strategies are reviewed strategically with data and adjusted to see if there is a positive impact on student outcomes. For example, individual student attendance by period was shared with hall monitors to address issues of students skipping specific classes. Individual student attendance is monitored as part of weekly BIP and early outreach IPS meetings through SST. Parent and student conferences are held to address concerns when needed. Additionally, attendance data and progress are shared at faculty meetings to address concerns, such as homeroom inconsistencies, and to review school-wide procedures.

While the Academy approaches attendance in a tiered manner, it is vital that the Tier 1 interventions are being completed consistently and with fidelity for the system to operate effectively. In further examination of parent correspondence reports, it was evident teachers are making but not recording weekly phone calls. To date in Infinite Campus there are roughly 1000 parent correspondence items in the report. This report includes all correspondence that a staff member who has access to the computer program can input such as emails, texts, home visits, and phone calls. The flaw in the parent correspondence tracking system is that many staff members who correspond with students' and families do not input the data into the tracking system or utilize an independent system that is not aligned for school-wide tracking purposed. To address the lack of routine phone calls and the misuse of the communication tracking system, administration has addressed inconsistencies during a faculty meeting.

Teacher Attendance - Please complete the prompts/questions below.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Average Daily Teacher Attendance Rate (%)	95	96	92
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.).	<p>Number of Full Time High School Employees: 26 Number of Full Time Employees Split with the Middle School: 2 Number of Part Time High School Employees: 1 Number of Full Time Student Supports: 3 Number of Student Supports Split with the Middle School: 3 Number of Aides/assistants: 8 (including 1 uncovered position)</p> <p>Teacher attendance in 17-18 was 89%. We have gained 3 percentage points thus far putting our teacher attendance rate at 92% for the 18-19 school year. In examining our absences, 64% of them are due to illness and 7% are due to professional development. While two special education positions are unfilled vacancies, these two vacancies are covered by substitutes in the certification area. Additionally, one teacher is out on leave without a certified substitute in the content area. Nine teachers, which is just under 30% of the teacher population, are well below the target teacher attendance of 96%, with many of those due to family obligations. Lastly, Fridays hold the most absences with teachers trying to extend the weekend.</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>The Academy continues to work on creating a positive and inviting school climate that entices teachers to attend work regularly. Experience and research have shown that that when people enjoy their work, they attend work. The Academy offers embedded professional development and provides outside learning opportunities that target individual teachers wants and needs. Collaboration during common planning time promotes a healthy environment for staff and paraprofessionals alike to share ideas and grow in a rigorous environment where professional growth and development is not only cultivated but encouraged and supported.</p> <p>By making the school environment warm and inviting, teachers are less likely to miss work for an extended period of time. To maintain our teacher attendance rate, restorative practices are working to bring together staff and students and create a more desirable climate. To build more restorative practices with staff, faculty meetings are held in a circle. Staff also participate in adult restorative justice circles which are held weekly. And provide teachers opportunities to reflect on their triggers.</p> <p>The Academy offers strong support to our teachers and works to let them know they are valued members of a school community. Teachers are given a monthly appreciation reward from the PBIS team such as breakfast to recognize and praise their efforts. Teachers utilize a shout out board in the Faculty room to praise other colleagues and faculty meetings start with staff appreciation shout outs from administration and co-workers. Staff are encouraged to have an active voice in the daily operations of the school by participating in school-wide teams and systems meetings. Lastly, administration continues to work with human resources and departments heads to provide certified substitutes for all content areas when needed.</p>		

Office Discipline Referrals – Number of Office Discipline Referrals (ODRs). The total number of Office Discipline Referrals for any reasons that disrupt the educational process.

This data should be reported here as total number for the school year to date.

2018-19	Baseline (#)	2018-19 Target	Year to Date
Office Discipline Referrals (#)	894	1113	307

Key Questions/Prompts Analysis / Report Out

Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).

ODR by Grade Level

Grade	Enrollment	Enroll Percentage	ODR by Grade	ODR Percentage
9	18	0.129496403	30	0.0977199
10	56	0.402877698	156	0.5081433
11	41	0.294964029	41	0.2931596
12	24	0.172661871	24	0.1009772
	139		307	

ODR Location Description

Count of behaviorDetail.contextDescription	Column Labels						
Row Labels	Jan	Jul	Sep	Oct	Nov	Dec	Grand Total
Bus				1			1
Cafeteria					1		1
Classroom	1	1	60	70	56	34	222
Computer Lab			1	1	1	1	4
Gymnasium				2		2	4
Hallway/Staircase			11	19	7	5	42
Lavatory/Restroom				3			3
Library				1			1
Main Entrance							
Off School Property	1			3	7	4	15
On School Property			4	5		2	11
Other				2	1		3
Grand Total	2	1	76	107	73	48	307

ODR by Month

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.

List	Count of behaviorDetail.contextDescription
Jan	2
Jul	1
Sep	76
Oct	107
Nov	73
Dec	48
Grand Total	307

As the Academy School serves as the districts' alternative school, a primary condition for referral to our school is existing and prevalent behavioral or attendance issues. Students come from various locations within the district and surrounding area as well as students new to the area. The Academy population is from Charter school students on long term suspension, placement, incarceration and internal transfers (voluntary and involuntary). New students are referred continuously throughout the year, many students leave the area and very few students arrive from the 8th grade, currently there is only one 9th grade student that attended the Alternative Middle School enrolled.

Location: 72% of ODR incidents are directly related to the classroom with many incidents dealing with classroom disruptions and skipping class. It is also important to note that 15 ODR write ups were incidents that happened off school property.

Repeat Offenders: There are 20 repeat offenders with 5 or more ODR write ups including 6 students with 10 or more ODR write ups. Repeat offenders make of 54% of all ODRs. Of the repeat offenders, 4 are 6:1:1 tenth graders who that are awaiting agency placement.

Month: At the Academy, 35% of ODRs happened in October with 28% of the ODR's for that month due to classroom disruptions and an additional 28% of the ODRs for that month due to skipping class.

Grade: 51% of the ODR write ups come from the tenth graders while tenth graders make up only 40% of the enrollment population, therefore tenth graders are given ODR write ups disproportionately.

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 Academy, administrators in collaboration with the school community, have identified both classroom disruptions and skipping class as major barriers for academic achievement. Therefore, in addressing these barriers, administration has asked teachers to be precise in reporting all incidents of these occurrences in order to provide SST and other support teams with reliable information in identifying individuals that fall into these patterns so that targeted interventions can be put in place and monitored routinely for progress. We have used the data to present staff with a reason behind the need for additional supports with hall monitoring and assistance from aides in the classroom when dealing with disruptions. This year administration has put a focus on providing consistent monitoring of the ILC (Intensive Learning Center) room and hallways throughout the day to specifically address skipping and classroom disruptions.

In efforts to be proactive in preventing behaviors administration has worked to staff the school with 6 support staff including a full-time guidance counselor, full-time social worker, and a full-time psychologist. An additional 6:1:1 class was added to the school recently to address

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.

the needs of new students coming to the school. Furthermore, administration has worked to make sure all staff have Trauma Informed Care training and were able to make up any missed trainings due to absences. The additional staffing has allowed the Student Support team and IPS team to meet weekly to identify interventions for students that have been referred by teachers using the Request for Assistance form and to monitor them routinely and consistently. Furthermore, this manpower has been critical in gathering necessary and accurate data. Additionally, to set students up for success, the administrative team and security are collecting students' cell phones at the door upon arrival at school in order to limit distractions and non-academic social interactions.

Concentrated work identifying repeat ODR offenders has been done this year and students are considered during SST meetings and are routinely monitored for progress or to provide further supports such as Say Yes and Gateway. A list of repeat offenders and the classes they are missing due to skipping or coming in late is also given to hall monitors to be proactive in moving certain students during targeted periods. With October being the first full month of Academics as well as the longest month so far (consisting of 21 school days), it was noted that students struggle with academic stamina. Interventions utilized this year have included but are not limited to, additional classroom support from the instructional coach to address classroom disruptions and improve classroom management, as well as collaborative IPS (Individual Problem Solving) meetings that specifically address individual students needs including the issues of coming in late and repetitive skipping. IPS meeting meetings are held twice a week after school and during lunches and are used for staff, community partners, and families to collaborate on the best interventions and strategies to be used for individual students.

Furthermore, the Academy continues to implement and build on restorative practices. All students have a scheduled restorative justice period that is co-facilitated by two adults in the school. Circles allow students to meet in small groups with staff members to work to build positive relationships towards peers and faculty in confidential discussions and team building exercises. In this process the voices of both students and staff are mutually communicated and heard, leading to a stronger school community for learning and growth as well as less ODRs. In addition, restorative practices have been used on several occasions in conflict resolution. Restorative meetings after an ODR has taken place allow students to meet with a student support individual to reflect on their behaviors and the impact it has had. Restorative justice staff circles are also held weekly to allow teachers to identify triggers of stress when working with students. Adult circles offer ongoing professional development in restorative practice and Trauma Informed Care. Restorative circles are monitored with a walk-through tool created by our school social worker and the number of ODRs we receive.

The high school PBIS team works toward decreasing ODRs by providing incentives for positive behavior using a school-wide ticket system where students earn daily incentives based on earning tickets. Incentives are supplied by administration, staff, and community partners. Monthly field trips are offered through PBIS for different based on different school-wide initiatives like arriving to school time. Ticket data is collected and compared to ODRs for individual students to see if it is having an impact or needs adjustments for individuals.

A school TAC-D team meets monthly to analyze the root cause of black and brown students being suspended disproportionately in the district and in the school. The team works to bring back awareness and strategies for teachers to address disproportionality at the Academy. Awareness of the need for culturally responsive teaching and strategies that meet the needs of diverse learners may lead to decreased disproportionate ODR's and suspensions of our black and brown students.

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.

Lastly, we continue to utilize the security officers for support when students refuse to comply with the rules, these officers have embraced the restorative culture of the building as well. In addition, security officers are given student academic achievement reports to ensure they see the student as a whole child and promote positive behavior. Our instructional coach is available to assist teachers in classroom management. Administration remains visible in the building and assists when students are refusing to comply.

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

Key Questions/Prompts	Analysis / Report Out																																																	
<p>Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs?</p>	<p>Student ELT Attendance</p> <p><u>School: 0131 The Academy Schools</u> <u>Calendar: 2018-2019 0131 ASP</u></p> <table border="1" data-bbox="487 337 1289 519"> <thead> <tr> <th>Grade</th> <th>Student Count</th> <th>Membership Days</th> <th>Absent Days</th> <th>Present Days</th> <th>ADM</th> <th>ADA</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>0</td> <td>0</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>09</td> <td>7</td> <td>251</td> <td>0.00</td> <td>251.00</td> <td>5.35</td> <td>5.35</td> </tr> <tr> <td>10</td> <td>33</td> <td>1161</td> <td>0.00</td> <td>1161.00</td> <td>24.75</td> <td>24.75</td> </tr> <tr> <td>11</td> <td>22</td> <td>861</td> <td>0.00</td> <td>861.00</td> <td>18.35</td> <td>18.35</td> </tr> <tr> <td>12</td> <td>12</td> <td>453</td> <td>0.00</td> <td>453.00</td> <td>9.65</td> <td>9.65</td> </tr> <tr> <td>Total</td> <td>5</td> <td>74</td> <td>0.00</td> <td>2726.00</td> <td>58.10</td> <td>58.10</td> </tr> </tbody> </table> <p>ELT is held daily for two hours after-school Monday through Friday whenever students are in attendance, except for days preceding holidays and breaks. It is housed in the schools' library/computer lab as well as teachers' classrooms. Having multiple locations provides the opportunity for smaller class sizes, better access to materials, and more individualized instruction. It also provides ELT with separating students with conflicts. Core subject area teachers, a CTE and SPED teacher are assigned and rotate throughout the week. An aide is also staffed for ELT that assists with movement and management of ELT protocols. The aide is present every day and the teachers rotate depending on student attendance. Students who participate in ELT are assigned work depending on their individual situation. Teachers review student schedules, grades, transcripts and talk to them about their individual focus during ELT.</p> <p>ELT teachers provide blended opportunities for academic tutoring and enrichments by checking each student's schedule and coordinating with the student's content teachers to obtain assignments/assessments to then work individually with each student. ELT provides Academy certified teachers and partners the opportunity to continue their instruction specialties, meeting student's needs on a more individual level by providing tutoring that reinforces Common Core Learning Standards. This also allows students attend ELT to make-up missing assignments from absences or get help on a specific projects or tasks. Furthermore, many teachers have provided online availability of assignments targeted to the class and subject to allow data to be immediately collected and analyzed in order to provide target instruction. Some students work toward completion of online GradPoint recovery as ELT gives them additional opportunities to complete pre and post-tests or receive guidance and instruction from the ELT teachers as they work through each lesson. Also, students may be assigned Castle Learning, Khan Academy, or other Learning Management System (LMS) applications, which are aligned to district curriculum and NYS Standards. Many of these systems provide immediate feedback to students working toward exam prep. Furthermore, students attend ELT specifically for Regent's Review, which is a focus during the weeks preceding exams.</p> <p>There is regular communication between administration, coordinators, and teachers regarding ELT materials and protocols. Administration actively assists ELT Teachers with motivating students to attend ELT regularly and to use their time in effectively. Calls are made to student's homes to reiterate to parents and students that ELT is available, and the student's attendance would improve chances for student's academic achievement.</p>	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	08	0	0	0.00	0.00	0.00	0.00	09	7	251	0.00	251.00	5.35	5.35	10	33	1161	0.00	1161.00	24.75	24.75	11	22	861	0.00	861.00	18.35	18.35	12	12	453	0.00	453.00	9.65	9.65	Total	5	74	0.00	2726.00	58.10	58.10
Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA																																												
08	0	0	0.00	0.00	0.00	0.00																																												
09	7	251	0.00	251.00	5.35	5.35																																												
10	33	1161	0.00	1161.00	24.75	24.75																																												
11	22	861	0.00	861.00	18.35	18.35																																												
12	12	453	0.00	453.00	9.65	9.65																																												
Total	5	74	0.00	2726.00	58.10	58.10																																												
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as</p>	<p>Student attendance is tracked via Infinite Campus as well as individual monitoring by the aid as part of the ELT management protocols. Students who need to complete formative content tests or District Benchmark Assessments (DBAs) are given the opportunity to complete these assessments during ELT, after which all assessments are returned to student's content teacher for grading and data analysis purposes.</p>																																																	

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

<p>well as trends in progress noted through analysis of data.</p>	<p>Students assigned a GradPoint recovery courses use ELT to complete pre and post-tests, as part of the requirement for this program is that assessments are completed in-school with verification by a teacher via an input code that is used to start the tests. Re-teaching is provided by accessing LMS such as Castle Learning, Schoology, Khan Academy and other Regent’s Exam prep applications where immediate feedback is provided to students based on individual skills aligned to CCLS. ELT teachers actively assess student understanding and achievement through different checks for understanding and questioning techniques. Finally, Regents exam scores and credit recovery are analyzed at the end of January and June.</p>
<p>What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>ELT teachers should discuss students’ results on DBAs and other assessments/assignments with the content teacher of record after analysis has been done so that they can review with students and reteach as necessary. Item analysis reports will be used to determine which concepts each student must focus on. ELT progress monitoring will be done for each individual student attending the program. Teachers will document the subject students are working on and the number of minutes spent working. For every student, their current level in each subject area will be noted by being highlighting in green, yellow, or red. Progress or lack thereof will be monitored by students’ progress reports and quarterly report cards.</p> <p>Administration and staff will continue to encourage student’s attendance at ELT. Information on which students are attending ELT or should be attending ELT will be disseminated during IPS, SST, and staff meetings. Specific students will be targeted for the ELT program by communicating directly to the student and their parents. The guidance counselor will meet continuously with students and parents to conduct progress analysis and self-reflection toward graduation. The guidance counselor also encourages students in need of Regents exams to come to ELT for Regents Prep.</p> <p>As a SPED teacher is part of ELT rotation, specific strategies to help students can be determined and then implemented by the ELT team. Students with Behavior Intervention Plans (BIPs) will be monitored daily and interventions will be used according to each students’ individual plan. Those daily tracking sheets will be submitted to the Special Ed School Psychologists each Friday. Academic interventions and modifications will also be implemented for students according to their IEP.</p>

2. PROJECT PLAN IMPLEMENTATION

Key Strategies - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. <i>(Add additional rows as needed.)</i>		
Key Strategies List the Key Strategy from your approved SIG Continuation Plan	Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.
1.	High Quality and On-Going Professional Development	<p>This year we have utilized the district data coaches for a year-long PD to refine our data driven instructional practices; as well as to create an exemplar for the district. The trainings are designed to be tailored specifically to the issues of the Academy school, including the attendance and behavioral issues that are central to the demographics of our students and are the largest obstacle to change. To date, Administration and the Leadership Team at the Academy school have engaged in two half day Professional Development opportunities with district data coaches. Further meetings are scheduled for the rest of the year with the next meeting scheduled for February 4, 2019.</p> <p>Through funding from the SIG, multiple high-quality professional developments have been scheduled for Saturday 1/200th Trainings on Data-Driven Instruction.</p> <ul style="list-style-type: none"> • eDoctrina Data System • Data-Driven Instructional Practices <p>The instructional coach also provides embedded professional development surrounding school priorities and initiatives. The following have been established as school-wide initiatives and have been scheduled or completed as follows:</p> <ul style="list-style-type: none"> • Sept- Dec: Vocabulary Strategies • Jan- Mar: Reading Strategies (Reading for Comprehension) • Apr-Jun: Writing Strategies <p>Additional professional development and support from the instructional coach and district personnel hves been provided to small groups and individual teachers surrounding the following:</p> <ul style="list-style-type: none"> • Infinite Campus and Effective Grading Practices including Appropriate Grade book Set-up • Objective Writing • Classroom Management • Backward Lesson Planning linked to NYS Learning Standards • Engaging Instruction and Activities including introduction and closing formative assessments • Microsoft Office 365 and other Instructional Technologies • Step-Up-To-Writing • TI-Nspire Calculators • Teacher aid/assistants- Positive classroom management and support instruction

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

2.	CTE Pathways		<ul style="list-style-type: none"> • CTE courses allow many students an additional road to graduation in the “4+1” pathway. The road to graduation begins with attendance, and CTE programs give students a reason to come to school. Students in these classes are fulfilling elective requirements and working towards building credits and gaining hours towards the 4+1 CTE Pathway to graduation. Using the 4+1 option, students who complete two CTE courses, a career plan, and obtain 54 hours of work-based learning and have satisfactory employability profiles are able to substitute this option for the fifth Regent’s Exam. • Last year there were four students in business classes that were able to use the 4+1 Pathway and graduate in either June or August. This year there are 10 seniors and 14 juniors in business classes who have the potential to graduate using the 4+1 pathway as they have or may complete two or more CTE courses by the end of this school year. • Students are provided opportunities to gain work-based learning credit hours, aiding in 54 total they need total to obtain from freshman year through graduation. By providing these hours through guest speakers, field trips, and clinic days by complete practical work on staff, students are given the opportunity to put a dent in their 54 hours all while also becoming much more motivated to show up to school and stay engaged in whatever they are learning. • Students have explored various careers during the first 20 weeks as well. Three guest speakers have provided our students with real world curriculum. In September, a female laborer spoke to our students about her 25-year career as a journeyman in Laborers Union 210, and about the need for apprentices—especially female and minority. A phlebotomist spoke to our students about his career in the medical field, the importance of commitment, and the need to embrace change and retrain for a better future. The Executive Director of the Buffalo Maritime Center worked directly with the students sharing his passion and skill across many disciplines including design, building, and leadership. His presentation lit a spark of enthusiasm about our upcoming boat project. • Students have gained CTE 4+ 1 hours and experience by competing in the Stock Market Challenge, job-shadowing/mentoring at the District Attorney’s office and Erie County Courts, volunteering with the school’s recycling program and participating in presentations by Guest Speakers. Additional field trips are planned for the Spring as well as incorporating an eight-week Junior Achievement volunteer facilitated classroom program. These events/ work-based learning opportunities also engage and motivate students to increase attendance and improve behavioral and academic efforts. • Career plans, employability profiles and hours towards work-based learning are now tracked using a centralized computer depository managed at district level. This will follow students if they move out of The Academy School into another City of Buffalo district school. <p>Exploratory Building Trades:</p> <ul style="list-style-type: none"> • Four sections of Exploratory Building Trades classes serve 25 diverse students; 12 of whom have I.E.P.s. • Hands-on educational activities provide real world career skills, while strengthening the connections between math, science, social studies, and the arts. Reading, writing, measuring and marking are daily staples in the Exploratory Building Trades Program.
----	--------------	--	---

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.)*

- The first 20 weeks of instruction provide students instructional units in trade orientation, safety, materials, and hand-tools with skill building topics such as proper lifting techniques, fire safety, OSHA, material properties, measuring, and estimating. These are skills that students will use throughout their careers in all occupations.
- Career and Financial Management:**
- Three sections of CFMA/B classes serve 19 diverse students daily. Eight students have IEP, and 2 have come from S.I.F.E settings at previous schools. Career readiness is the focus of the first 20 weeks. Instructional units included self-evaluation, career interests, Microsoft Word, Microsoft PowerPoint, business communication, and job applications.
 - CFM students focus on career exploration, job search and job-retention skills, and improving keyboarding speed and accuracy.
- Business Computer Applications:**
- Three sections of BCA or Business Computer Application are offered and currently provide opportunities for 24 students, 6 with an IEP.
 - BCA students focus on learning and practicing advanced skills using computer applications to create documents and used critical thinking skills found in the workplace and college.
 - Business courses are very relevant as they help students become ready for college and the workplace. Business CTE classes are taught in a computer lab and utilize computer-based learning management systems such as Schoology and Ever-Fi. This allows students get to practice daily using systems and applications found in many workplaces and college campuses. Students work with applications such as Word, Excel and PowerPoint, Google Docs, and Email to complete activities and projects.
 - As our school has many students with severe, chronic attendance issues, the learning management system (LMS) component of business classes also provides students with an opportunity to complete many activities and assignments outside of school. Many of the assignments also include immediate feedback to students which aids the learning and retention process and provides teachers more information to assess student achievements and modify instruction as necessary. Using the LMS component has also led to improved behavior in the classroom as students can focus better and go on their own pace as instruction is individualized. It also permits the teacher to frequently work with students one on one or in small groups.
- Entrepreneurship:**
- One sections consisting of 14 students, 6 with an IEP
 - Entrepreneurship students are following the City of Buffalo School district’s BOSS curriculum, learning the fundamental concepts of business, entrepreneurship and teamwork by developing business plans. Entrepreneurship students are also gaining hours towards the 4+1 Pathway and getting practical experience by managing our school-based enterprise which imprints and sells T-shirts.
- Cosmetology:**
- Currently, the SPA course is an elective for students where they have the ability to gain hours towards completing state requirements in order to become fully licensed with a trade skill.
 - The SPA curriculum coincides with day to day knowledge, career soft skills (ex. professionalism, communicating

Key Strategies - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. <i>(Add additional rows as needed.)</i>			
			<p>for success, and infection control), and most importantly directly integrates into other core subject areas, more specifically ELA, math, and sciences.</p> <ul style="list-style-type: none"> • Field trips where cosmetologists in training practice skills as though they work in a fully functioning professional salon atmosphere take place multiple times per year. Students experience real world application and these trips are utilized to motivate students. • Students are fully informed during credit review meetings the value of CTE courses. Multiple students who are on track to graduate will utilize their credit in Spa towards their graduation requirements.
3.	Restorative Practices		<ul style="list-style-type: none"> • All students are scheduled for a 20-minute co-facilitated restorative circle period daily directly before or after their lunch period. • Professional development on facilitating restorative circles happened in previous years. As a result of this training, staff was given tools to implement daily circles thus increasing attendance, decreasing ODRs and decreasing suspensions. This year additional school-wide resources are provided every month that are connected to character traits and school-wide celebrations. • SST members provide support to any teacher who requests assistance with their restorative circles. • Staff meetings are designed to model restorative circles. • Staff restorative circles reinforce restorative practices and give teachers the opportunity to reflect on their restorative circles with students to monitor progress. • A restorative practices walkthrough tool is used by administration to monitor and ensure fidelity.
4.	Instructional Practices		<ul style="list-style-type: none"> • Leadership meetings are held weekly to addresses DDI and CPT needs and agendas. • Subject area common planning time monitored by sign-in sheets and teams recording minutes • Shared best practices among colleagues monitored by informal and formal observations • Regular data analysis and instructional action planning monitored by participation in CPT meetings and school-wide usage of individual data binders. • Data driven instruction monitored by student performance data trends • Utilization of an instructional coach for further professional development (planned and/or by request) and classroom visits to monitor utilization of strategies learned. • Embedded professional development monitored by a sign-in sheets at each PD • Utilization of Step Up To Writing Strategies monitored by informal and formal observations and Writing Screener assessments given for BOY (beginning of year) and EOY (end of year). • Targeted interdisciplinary curriculum development opportunities provided during CPT. • Focused school priorities surrounding literacy and grade level materials. • Implementation of school-wide initiatives aligned to supporting literacy in the areas of vocabulary development, reading, and writing. • Engaging instruction designed to individual student needs and interests monitored by informal and formal observations

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

			<ul style="list-style-type: none"> • Positive Classroom Management (Including culturally relevant teaching) monitored by student engagement and ODRs • Formative assessment within each lesson monitored by informal and formal observations • Explicit instruction monitored by informal and formal observations and walkthrough tools • 21st Century skills and executive functioning monitored by student performance data • Specially designed instruction for special education students monitored by student performance data
5.	Multi-Tiered Systems of Support for Behavior		<ul style="list-style-type: none"> • High school PBIS team has been established and meets weekly to monitor school-wide systems and SEL protocols. • Student council members collaboratively identify and assist with incentive systems • Continued support of positive behavior through use of Community School Partnerships for incentive opportunities during the school day and extended learning time. • Administration uses alternatives to suspension. These include parent conferences, mediations (restorative circles), Intensive Learning Center, detention, after school programming. The impact is a decrease in ODRs. • Administration attend Tier II/III meetings. • Interventions are implemented based on needs. Interventions include: Check-In/Check-Out, Small Academic Instructional Groups (SAIG), Check In Connect, referrals to Tier III services. • BPS Request for Assistance form for teachers to refer students. These are reviewed at every meeting. • Daily progress report card is used to monitor interventions and data tracking. • All students are scheduled for a twenty-minute restorative circle period daily. Students are starting to use restorative vocabulary in their conversations with staff. Additionally, we have used restorative circles to address individual conflicts peer to peer and student to staff. • Administrations continue to monitor classrooms for acknowledgement VS correction ratio.

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

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

3. BUDGET/FISCAL *

4. Part V – Budget –
5.

<i>Budget Analysis</i>		
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 SIG DO19	Status(R/Y/G)	If expenditures from the approved 16-17 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 \$284,551 YTD \$65,886 – 23% @ December 2018	Yellow	There was a vacant district position since July 1 that has just been filled. The Math Coach position was not filled. An amendment was completed to transfer funds to professional development. ELT began October 2018.
Salaries for Support Staff- code 16 \$4,163 YTD \$938 – 23% @ December 2018	green	The aide position for ELT is filled.
Purchased services-code 40 \$63,000 YTD \$41,000 – 81% @ December 2018	green	The funds for DTSDE are no longer needed and will be amended. The additional funds from the contract cancellation with National Urban Alliance will be amended.
Purchased services-code 45 \$8,196 YTD \$5,145 – 63% @ December 2018	green	The funds for Next Lesson will be amended. Instructional Supplies were ordered and received.
Travel expenses-code 46 \$NONE YTD \$ZERO – ZERO% @ December 2018	green	N/A
Employee Benefits-code 80 \$127,603 YTD \$33,857 - 27% @ 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.