

**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 Public School	Arthur O. Eve School of Distinction #61	140600010000		SIG:	Model: Transformation Cohort: 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	Pre-K to Grade 4	N/A	Total enrollment: 293 ELL : 9 SWD: 58	
Mrs. Parette U. Walker	July 2016				
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief Analysis/Report Out of Overall Implementation Status</u>			
Name and Contact Information	(Red/Yellow/Green)	The SIG grant is in operation at Arthur O. Eve School of Distinction # 61. The contract for National Urban Alliance (NUA) was approved with SIG funding and executed. During the reporting period, NUA provided teacher training, professional development and demonstration lessons for teachers and support staff.			
Ms. Casandra Wright 716-816-3603 <a href="mailto:cwright@buffaloschools.org">cwright@buffaloschools.org</a>  D. Andreana 716-816-3023 <a href="mailto:dandreana@buffaloschools.org">dandreana@buffaloschools.org</a>	Green	#61 is implementing the District’s priorities in ELA and Math, District Benchmark Assessments and best practices. Teachers and support staff are attending in house training and professional development workshops throughout the school district. Neglia Ballet has provided students with social and emotional enrichment demonstrations to boost self-esteem. Students are learning about art infusion and academics through dance. The Community Action Organization (CAO) is in its second year providing Extended Learning Time services for students in grades K-4.			

The Early Learning Intervention and Transformation model are used in implementing activities and learning opportunities for staff, students and families. The Butterfly focus represents the three rocks and instructional vision for teaching and learning at Arthur O. Eve School of Distinction # 61. It promotes literacy across all content areas using problem solving, critical thinking through arts enrichment and Data Driven instruction to promote student achievement. Students are provided with practical experiences in the classroom to develop their academic and creative minds.

The status of implementing programs and services at School # 61 include:

- As of November 2018, services with NUA have expired and the school is sustaining the NUA culturally responsive instructional strategies.
- The Gifted and Talented Open House was held on October 24<sup>th</sup> in which 6 families attended. District testing occurred at BPS #64, where the GT teacher and principal of School 61 participated in preparing and coordinating the testing for the district in collaboration with BPS #64's testing team. Results of the testing will be released by BPS Central Registration in the early spring to determine eligibility for both schools' programs. Central Registration indicated that they would give applicants the opportunity to choose School #61, even if they did not originally include it on their application.
- The Gifted and Talented (GT) program at School #61 has begun to develop a School -wide Enrichment Plan Model. This year, students in grades K and 1 are the focus and this will expand to include grade 2 next school year. There are 5 students in grade K and 2 students in grade 1 that have been identified through district testing procedures. The identified students are pulled out of class during their RtI block every day to experience Type II instruction in creativity and critical thinking skills. In addition, 7 students in grade K and 14 students in grade 1 that had high DIBELS and STAR math scores, as well as a positive teacher recommendation have been included in the Type II instruction. The progress of these students is closely monitored by the GT teacher and the classroom teacher to determine if the child should still be eligible for the advanced classes. Some of the topics taught include observation, patterns, classification, sequencing, cause and effect, FFOE, research, creative problem solving, DeBono's Six Hats of Thinking, and analogies. The GT teacher also pulls 10 students in grade 2, 11 students in grade 3, and 13 students in grade 4 during their RtI block daily to participate in the Junior Great Books program. Their progress is closely

		<p>monitored as well. Once per unit the GT teacher pushes into the grade K and 1 classes to give an introductory lesson to all of the students, thus exposing all of these students to the Type I GT material.</p> <ul style="list-style-type: none"> <li>• Community Action Organization follows the Buffalo Public School ELT Curriculum. Assessments are scheduled by building administrator and the after school coordinator. The impact of the ELT program is measured by DBA, STAR Math, Journey’s assessments and teacher observations. The data has assisted in tracking student progress from September 2018 through January 2019.</li> <li>• Character counts curriculum has been implemented in many classrooms. Teachers are using the curriculum in morning circles to engage students socially and emotionally. The circles are engaging and focused on character development. Teachers and support staff have received trainings and workshops to improve student behaviors for all grade levels. Currently, our office disciplines referrals are 60% less than at this time last year.</li> </ul>
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**Key**

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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](mailto: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**

<b>Academic Achievement</b> - 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,	The scores collected and analyzed from the NYS ELA assessment for grades 3 and 4, express an increase in proficient students. Proficient students at level 3 and 4 shows an 18% increase for grade 3 and a 23% increase for grade 4, in the 2017-2018 school year from the 2016-2017 school year. This is the greatest percentage of growth of proficient students shown over the three-

classrooms, etc.).

year data trend. This increase in proficient level students coincides with the change in the NYS ELA assessment from a 3-day assessment to a 2-day assessment along with School #61 departmentalizing ELA subject area in the testing grades of 3<sup>rd</sup> and 4<sup>th</sup>.

Increase in student performance on the NYS ELA assessment allows teachers to structure instruction to expand upon proficient students' content and skills. The GT teacher collaborates lessons to expand and enrich our proficient students. In addition, the NYS ELA scores provides a measure of the extent to which School #61 students are on track for Junior High and beyond.

The data collected from the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments both beginning of the year (BOY) and end of the year (EOY) is critical information for School #61. DIBELS, is a performance indicator used to measure the likelihood of students being a proficient reader by grade 2. The assessment was designed to identify children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.

Based upon DIBELS Beginning of Year (BOY) assessment compared to MOY results, there was an increase in Kindergarten, 1<sup>st</sup> and grade 4. Grade 3 students stayed at 38% at benchmark or above for both the BOY and MOY. The data helps administrators, teachers and support staff reflect on strategies and best practices to improve teaching and learning in the classroom. The information assists the school in making informed decisions about student achievement for all grade levels both in whole group Teir 1 instruction and Response to Intervention (Rtl) time blocks to focus remediation for retention.

NYS Math Assessment scores collected over the three-year trend period of 2016-2018 continue to show an average of less than 22% of students in grades 3 and 4 are proficient in math skills. The current 2018-2019 DBA Math BOY assessment further supports the NYS math assessment data to display less than 50% of students of students in grades Kindergarten through 4<sup>th</sup> grade is achieving proficiency in math.

**New York State ELA/Math/Science Assessment 2018 Data**

**2018 NYS ELA Assessment %**

Grade	Level 1	Level 2	Level 3	Level 4
3	30	33	33	2
4	30	36	18	15

**2018 NYS Math Assessment %**

Grade	Level 1	Level 2	Level 3	Level 4
3	65	15	18	0

4	73	14	11	0
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2018 NYS Science Assessment%

Grade	Level 1	Level 2	Level 3	Level 4
4	11	38	32	17

**3 Year Data Trend**

ELA Proficiency Level 3 and 4

Year	Grade 3 %	Grade 4 %
2016	15	0
2017	17	12
2018	35	35

Math Proficiency Level 3 and 4

Year	Grade 3 %	Grade 4 %
2016	4	17
2017	22	7
2018	18	11

Science Proficiency Level 3 and 4

Year	Grade 4 %
2016	54
2017	51
2018	49

ELA- 2017 and 2018 cohort increased proficiency by 18%.  
 Math- 2017 and 2018 cohort decreases proficiency by 11%.  
 Science- There has been a decrease in each cohort.

2018-2019: Students at or above Benchmark DIBELS

Grade	DIBELS BOY	DIBELS MOY
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K	39%	63%
1	36%	50%
2	44%	36%
3	38%	38%
4	33%	45%

DIBELS Assessment data shows an increase in phonics skills in Kindergarten, grade 1 and grade 4. Grade 2 data shows a decrease of 8% from the BOY to MOY assessment. Grade 3 data remained at 38% proficient from the BOY to MOY.

2018-2019 District Based Assessments (DBA) MATH BOY

Grade	% Proficient
Kindergarten	52%
1st	36 %
2nd	38%
3rd	54%
4th	23%

MATH DBA 1 BOY displays data grades 1, 2 and Grade 4 less than 39% of the students are at mastery of BOY skills. MATH DBA 1 BOY for grades Kindergarten and 3<sup>rd</sup> to have half of all students at grade level proficient in BOY skills.

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.

Based on the performance trends noted, the following strategies and interventions were implemented to ensure targets are met.

Teacher Support

The current Literacy Coach is working with the district math department to continue developing math strategies specific to the district math priorities by turn keying all department and district meetings. In addition, 6 teachers along with the literacy coach are participating in the Math and Science Partnership Grant (MSP) with Buffalo State College to develop teacher strategies in math and science. Grades 3 and 4 have an additional 40 minutes in the schedule to allow for NYS test preparation. Teachers work with students in whole and small group reviewing past NYS tests in both Math and ELA with the focus of strategies tested on the NYS assessments. School #61 has one reading support teacher along with one math support teacher. The support teachers support RtI instruction working with students who are below level in ELA and math on specific skills data collected from DIBELS and weekly Journeys assessments and Engage NY math. The GT teacher works with above level students to enrich skills using the Junior Great Book curriculum to develop reading skills in our benchmark and above students. The focus has been

on student engagement, writing, reading. Progress monitoring continues with additional activities to engage students and teachers through the reading and writing activities which explore an Outstanding African American and Awesome Author each month. Art activities enrich each monthly holiday theme, such as Martin Luther King Day and African American Heritage Month. Teachers attend weekly grade level and DDI meetings with the literacy coach to review data and best practices. In addition, teachers will be attending Saturday Professional Development trainings to develop strategies and learn about best practices to implement in the classroom in the second half of the year. The professional developments this year will focus on math, technology and art integration. The literacy coach models best practices for teachers to be used in the classroom. The information discussed during teacher meetings are used to promote student achievement in and beyond the school setting.

#### Parent support

- Parents were invited to attend ELA night to learn about strategies to improve student achievement. This year was the highest recorded parent participation with 75 families in attendance. They were provided with best practices to improve reading, writing and comprehension skills at home. In addition, there is a Math and Science Fair Night scheduled on March 14, 2019. Parents will become familiar with student benchmark assessments and strategies to improve comprehension and numeracy for all grade levels while viewing student made Science Projects.
- Principals Reading Club (PRC) continues this year with an additional incentive of the Book Vending Machine. Each student who completes PRC, along with completion of MyON time and prodigy time will receive a gold coin to exchange for a book from the Book Vending Machine.
- Parent Network of Western New York provides monthly workshops addressing the needs of the whole child for parents and community members during the evening (4:30 pm-6:30 pm).

#### Student support

- Beginning of the year students were each given a new book to read as an introduction to the Book Vending Machine.
- On average 50 students are participating in the Principal's reading club each month. They are responsible for reading books and providing a short summary.
- Read to Succeed Partnership has been formed this year in which AARP participants volunteer and tutor students 3 times a week on reading skills.
- Students in grades K-4 will participate in a Spelling B contest mid- April 2019. Parents will be provided with a list of Dolch and content vocabulary words to study with their child at home.
- The Support Reading teacher pulls out identified students in need of assistance for small group instruction for below benchmark students and the GT teacher pulls out our above level students.
- iPads have been provided at each grade level to help support students using district materials such as MyON, reading skills building and Prodigy, math skill building.

	<p><u>Support/Training from Partnerships</u></p> <ul style="list-style-type: none"> <li>• School #61 teachers are working with Math and Science Grant, (MSP) through Buffalo Schools and Buffalo State College to promote strategies for Math and Science success.</li> <li>• Additional professional developments will be provided for teachers in Spring of 2019 including the topics of Technology, math strategies and art integration.</li> <li>• Teachers will receive an embedded professional development focused on GT strategies for all students January 2019.</li> <li>• National Urban Alliance partnership completed professional development workshops in December 2018. Before completing their partnership, teachers were able to review past strategies and work with peers to complete continued ELA goals using specific NUA strategies for the remaining school year.</li> </ul>
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<b>Student Attendance</b> - Please complete the prompts/questions below.			
<b>2018-19</b>	Baseline (%)	2018-19 Target	Year to Date
Average Daily Student Attendance Rate (%)	88.2%	90.5%	91.11%
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.).	Grade	Average Daily Attendance ADA %	Chronic Absences %
	Pre-K	90	11
	Kindergarten	89	26
	1	93	24
	2	91	16
	3	91	23
	4	90	29
	Average Daily Attendance data displays throughout all grades Pre-k to Grade 4, 89-93% of all students are in attendance. Of the student absences, chronic absences are highest with 29% in grade 4. Pre-k displays the lowest chronic absences data displaying 11% of absent students are chronically absent from school.		
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets	Average Daily Attendance levels indicate on average 90% of students throughout all grade levels are attending school on a daily basis. The students who are reflected as having the highest chronic absences fall into grade 4 with 29% and Kindergarten with 26%. The attendance teacher supports our school once every 6 days for half the day. One strategy adjustment will include the		

will be met? Please identify specific school actions to be taken.

creation of an Attendance Team supported by the SST members. The Attendance Team will support teachers who report students missing more than 4 consecutive days in a row by reaching out to parents by telephone and communicating via email.

Steps to Improve Attendance

- An administrator greets parents and students at the front entrance during the morning arrival and dismissal. Also, the building principal developed an attendance letter to be distributed to parents and community members. The letter provides updates about attendance procedures and routines to be followed.
- The attendance teacher has been reaching out to parents and conducting home visits of students with high absenteeism. After conducting home visits, parent meetings and telephone calls, a monthly report is generated and shared with the building administration.
- Students in Pk-4 participate in monthly (2) field trips and in-school art programs.
- Students are receiving attendance quarterly incentives for attending school daily. Such as video games, board games, and presented with certificates during quarterly award assemblies. Parents are invited to attend the awards assemblies with their children.
- 15 teachers are using Class Dojo and phone calls to communicate with parents about expectations and behaviors.
- The building Principal has acknowledged students during morning announcements (birthdays, special celebrations).
- During PTO meetings, parents are informed about the importance of student attendance and its impact on student academic achievement.
- Many teachers have received cultural relevance training from the district and are prepared to speak with multicultural families about the importance of students attending school daily.
- Teachers are reminded during faculty meetings about the importance of student attendance. The attendance teacher reaches out to classroom teachers with excessive unauthorized absenteeism.
- School # 61 will began planning to participate in a homeroom competition for PK-4 students. Students will compete by encouraging peers to attend school daily. Classrooms with the best attendance will receive a prize, acknowledged during morning announcements, school letter and school website.

The above strategies and practices had a positive impact on student attendance from 2016 through present. Students are excited about attending school and participating in cultural and arts enrichment programs at school. The arts program has been a critical factor in improving student attendance in all grades. After attending cultural field trips, students are required to complete exit tickets and assignments with their classroom teacher. The assignments provide a snapshot of student interest in the cultural activities. At school # 61, student attendance is on target for meeting the benchmark provided in the 2018-2019 attachment B.

During the current school year, weather conditions have impacted student attendance.

Buffalo has experienced below freezing, snow and icy weather conditions. Some parents have not been able to provide

	<p>transportation for children to attend school. Also, the weather conditions have prevented parents and children from waiting at the bus stop. Many of the school buses have been delayed by the weather conditions and traffic. This has delayed school buses from arriving at the bus stop and school on time. Thus, attendance meetings are conducted monthly to ensure attendance protocols and procedures are followed. Teachers and support staff are reminded to check student backpacks for parent letters and doctor's notes. During morning announcements teachers are reminded to review student attendance procedures. The documents are submitted daily to the school clerk for processing. Student attendance is logged into infinite campus. As of January 2019, School # 61 is on track for meeting benchmark provided in the 2018-2019 attachment B document.</p>
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<b>Teacher Attendance</b> - Please complete the prompts/questions below.			
<b>2018-19</b>	Baseline (%)	2018-19 Target	Year to Date
Average Daily Teacher Attendance Rate (%)	93.5%	88.7%	92.68%
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>The support math teacher has been on sick leave since November 2017. As of January 2019, there is no specific return date for the math teacher, a leave replacement math teacher has been provided by the district. The music teacher is out on a family medical leave until February 25th. A certified music teacher has been identified and is awaiting clearance from the Human Resource Department. The school social worker has been out on Workers' Compensation for 3 months. It is anticipated that she will return at the end of January 2019.</p> <p>A Pre-K teacher is out on maternity leave. The position was filled with a temporary certified teacher. Two first grade teachers out on medical leave. The position has been filled with a certified temporary teacher. As of January 2019, a first grade special education teacher has returned back to work. A second grade teacher was out on medical leave and has returned as of January 2019. School # 61 is awaiting a math coach, school librarian and theater teacher. As of January 2019, no candidates have been identified.</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>Teachers receive recognition (birthday greetings, participation in school related activities) from administration during morning announcements, newsletter and during faculty meetings. They are commended for attending work and assisting students toward meeting their required benchmarks. Also, teachers are acknowledged in morning bulletins and over the PA system. It is anticipated that teacher attendance will continue to improve at Arthur O. Eve School of Distinction # 61 and have a positive impact on student achievement.</p> <p><u>Next Steps</u></p>		

- Building administrators meet with teachers and discuss attendance concerns. Teachers are informed about the importance of coming to work daily and its impact on student achievement.
- Teachers with chronic absenteeism are scheduled for an administrative meeting with an administrator. An action plan is developed with the teacher during the meeting to improve attendance patterns. The plan is assessed by the administrator monthly to ensure teachers are coming to work.
- School Literacy Coach and Support math and reading teachers will continue to provide lesson plans to continue the rigor at each grade level.
- Teachers will continue to receive extra math support strategies to meet the needs of all grade levels during grade level meetings to support replacement teachers.

The above interventions are in place to ensure targets are met as outlined in the 2018-2019 attachment B.

**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 (#)	687	600	144

**Key Questions/Prompts** Analysis / Report Out

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

School #61 Office Discipline Referrals and Suspension Rates

Grade	ODR	Suspensions	
		Long Term 6 or more days	Short Term
Pre K	0	0	0
Kindergarten	5	0	0
1	18	1	7
2	94	1	11
3	16	0	0
4	17	0	7

- Grade 2 displays the highest occurrence of ODRs with 94 reports in comparison to the remaining grade levels displaying less than 18 for the current time frame.
- Grade 1 suspensions both long and short are the same student.

	<ul style="list-style-type: none"> <li>• The grade 2 data for long term suspensions reflects only one student and the 11 short term suspensions reported are from 8 different students.</li> <li>• Grade 4 displays 7 short term suspensions from 5 different students at that grade level.</li> <li>• Of the 27 total short and long term suspensions only 2 are female students. 25 suspensions are male students with the highest number in grade 2.</li> </ul>
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p><u>Support for Classroom Teachers</u></p> <ul style="list-style-type: none"> <li>• New York State Department of Education Division of Special Educations meet with special education teachers to review Individual Education Plans, Functional Behavior Assessments/Behavior Intervention Plan and counseling services for students with disabilities.</li> <li>• Administrators monitor lesson plans to ensure that activities are engaging and contributes to student achievement.</li> <li>• Representatives from character count meet with teachers during faculty meetings and common planning to review curriculum and its impact on student behavior. The character counts curriculum has been implemented in all classrooms. Teachers are given 15 minutes daily to conduct restorative circles in the classroom.</li> <li>• Administrators and SST conduct classroom visits and observe student behaviors periodically.</li> <li>• Administrators support teachers by attending periodic parent meetings.</li> <li>• Students participate in counseling groups with the social worker and guidance counselor. Also, the counseling team schedule social skills trainings with students periodically during the month.</li> <li>• Students are assigned lunch detention for inappropriate behaviors in the classroom.</li> <li>• Students are acknowledged and receive certificates for most improved behavior during quarterly assemblies.</li> </ul> <p><u>Next Steps</u></p> <p>District providing training in Trauma Informed Care for all grade levels.</p> <p>Conduct student and faculty focus groups to gain a deeper understanding about school tone. This process captures the voices and perspectives of teachers and students at school # 61. The information provided can assist school #61 in modifying activities to address the overall needs of both students and adults.</p> <p>Arthur O. Eve School of Distinction #61 has implemented new strategies and practices to improve social-emotional developmental health for students than in previous years.</p> <p>BPS has provided ongoing restorative practice training for all teachers throughout the school district. Teachers at School # 61</p>

are attending the training and workshops. In addition, Character Counts! is used to assist schools in addressing student behaviors. The information has been informative for both teachers and administrators at school # 61. Some of the materials include a school wide curriculum, posters and ongoing workshops to support administrators, classroom teachers and support staff throughout the school. The information has been helpful in addressing student and their behavioral needs.

- Character Counts! curriculum has been implemented in all classrooms to assist students with their social and emotional development. Time is provided at the beginning of each day for community building, restorative circles and using the Character Counts! materials. Teachers will use the curriculum to engage students in positive dialogue and character building.
- Students are attending field trips and participating in arts enrichment programs at school and in the community. Many of the arts enrichment activities offer opportunities for all students beyond school and in the community. Students do not want to miss out on the learning opportunities provided through the arts program and activities.
- Teachers are provided with a follow up during grade level meetings about additional assistance needed for tier 2 & 3.
- The SST team has implemented a check-in/check-out plan to review student behavior.
- The SST share out minutes from the Character Counts! /MTSS-B team meetings about upcoming events and resources at monthly meetings to improve social-emotional developmental health for students.
- There are guidance conferences in lieu of out of school suspensions.
- The Parent Network has provided de-escalation training and information sessions for parents. This approach has provided parents with take home strategies to be implemented in their homes and community.
- Parent buy-in has increased for the annual winter concert from 2017 through present.

The above practices were implemented to improve the social-emotional behaviors of students. The SST and teachers meet monthly to review the above practices used in the school. During the meeting, staff members are able to share their concerns and impact of character building activities on school tone. In addition, parents are informed about the impact of the above practices during SBMT meetings. It is projected that this target is on track of meeting its benchmark as mentioned in attachment B.

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

Key Questions/Prompts	Analysis / Report Out
<p>Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs?</p>	<p>The District ELT program consists of three components that build the framework, Academic Enrichment, Health &amp; Wellness and Positive Youth Development. The program runs Monday through Friday, two hours per day; first hour consists of dinner, homework and academics and is followed by enrichment for the second hour. The district's ELT curriculum has been implemented in the school. Community Action Organization (CAO) has partnered with Arthur O. Eve School of Distinction # 61 to assist with the elements of the framework that provide a supporting learning environment. The ELT program is staffed by 5 teachers employed at Arthur O. Eve School of Distinction # 61 via SIG in conjunction with CAO providing youth counselors and a program coordinator to assist in implementing academic and enrichment services for students attending the program.</p> <p>The CAO provided an outline of specific workshops and trainings to address Health &amp; Wellness and youth development at Arthur O. Eve School of Distinction # 61. Some of the enrichment programs include: Dance, Zumba, Buffalo Animal Adventure, Canisius College Science and Zandra Healthy Living classes. The building administrator reviews student attendance data, conducts classroom walkthroughs and meet with the CAO coordinator. This process holds the community partner accountable for services provided in the contract.</p> <p>Students attending the ELT program were recommended by classroom teachers and staff. Thus, scores from district benchmark assessments were used to recruit students. Classroom teachers are provided with planning time to assess, review and progress monitor student data. The information collected during the planning sessions is shared during DDI and grade level meetings. ELT and teachers in the day program collaborate and discuss strategies to be used that would improve student achievement. Also, this information is shared with classroom teachers, reading and math specialist. An action plan was designed and implemented in the classrooms of students not meeting yearly benchmarks targets in core content areas.</p> <p>The Principal, literacy coach and CAO program coordinator meet regularly to discuss program activities and their alignment to Common Core Learning Standards and district ELT curriculum to ensure it is meeting district priorities and rigor. In addition, the administration meets with faculty and support staff members monthly to review expectations and impact of the program. The building administrator will continue to monitor the progress of ELT program to ensure targets are being met.</p>
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as trends in progress noted through analysis of data.</p>	<p>CAO has provided 2 online assessments and student tracking of reading and math through the programs – Reading Eggs (k-2) and Exdocuim (3-4). Students participate in weekly progress monitoring for the grade appropriate level in both reading and math.</p> <p>The Literacy Coach shares quarterly report card data, and district assessments with CAO coordinator to continue to support teachers learning block from 4-5.</p>

<p>What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>• Teachers have begun teaching enrichment clubs such as STEM club, chess, jewelry making and cooking clubs during the second hour to continue to provide learning opportunities for our students.</li> <li>• CAO counselors are provided with learning tools to use during academics and support teachers. Both counselors and teachers are working to collaborate the role of the counselors to help support academic time.</li> </ul>
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## 2. PROJECT PLAN IMPLEMENTATION

<p><i>Key Strategies</i> - 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. (Add additional rows as needed.)</p>			
	<p><b>Key Strategies</b> List the Key Strategy from your approved SIG Continuation Plan</p>	<p><b>Implementation Status</b> Identify strategy as R/Y/G</p>	<p>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.</p>
1.	Arts Integration into Content Areas	GREEN	<p>The mission of School #61 is to provide a first-class education; that merges academic rigor with the Visual and Performing Arts in a safe and caring environment. School #61 celebrates the Arts all year long with many opportunities to learn about diverse cultures across a broad spectrum. At the beginning of the 2018-19 school year, every classroom received a classroom pack of markers, crayons, colored pencils, scissors, glue and assorted construction paper. Each month, two artists are featured on the Artist of the Month Board outside the main office. Artists chosen are relevant and of high interest to the students. The bulletin board includes brief biographies on the artists, examples of their work and a lesson plan for how teachers can incorporate them into their curriculum.</p> <p>Every year, students celebrate Hispanic Heritage Day and African American History Day. These school-wide events include: reading a story by a featured author, participating in a school-wide art project, viewing an interactive PowerPoint and either a student performance or guest presentation. Other school-wide art events include: Martin Luther King, Jr's birthday, Chinese New Year and Flag Day.</p> <p>This school year, School #61 has also been very fortunate to have several performances and workshops sponsored by Young Audiences of Western, New York. These hands-on opportunities feature local artists in the community. Grade 1 students learned about Diwali, the Hindu Festival of Lights and participated in a Bollywood dance workshop. Grade 4 met two local sketch artists and participated in a drawing activity facilitated by them. This is the third year School 61 has collaborated with partners Neglia Ballet Studio. Grade 3 students will begin a 5 session workshop on January 9, 2019. They will attend the dance studio located in the Tri-Main Building on Leroy Ave and Main St for a one-hour session. They will study movement, body connections, health and wellness and various dance concepts. Upon completion of the workshop, Grade 3 students will performance a demonstration of what they learned for their parents at the end of March 2019.</p> <p>School 61 has also been very fortunate to have two theatre productions come to the school and perform. Theatre of</p>

			Youth (TOY) came and performed <i>Hidden Sugar Project</i> for Grades 1 and 3 on November 16, 2018 and The Alleyway Theatre performed <i>A Christmas Carol</i> for students in Grades 3 & 4. The students at School 61 also attend a variety of educational field trip at local cultural organizations. Highlights so far this year include; Becker Farms, The Buffalo Philharmonic, ECMC, the Albright-Knox Art Gallery and Neglia Ballet Studio. Other field trips planned this school year are: Griffis Sculpture Park, The PowerVista, Griffis Sculpture Park, Maid of the Mist, Old Fort Niagara and Beaver Island State Park.
2.	Read to Succeed	GREEN	In its first year of partnership, AARP volunteers have partnered with Read to Succeed literacy organization to tutor Students at school #61. Each week retirees from various backgrounds tutor students in grade k-3 for 40 minutes in reading, writing and phonics. Students enjoy the interaction in groups of 6 or less to interact and complete reading activities. The goal of this year, first of three, is to assess school #61 students for progress against a control group of students in the building not receiving Read to Succeed tutor support.

***(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.
Not applicable		

### 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 *** <b>Expenditures are from July 2018 – December 2018 SIG DO19</b>	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 <b>\$284,551 YTD \$65,886 – 23% @ December 2018</b>	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 <b>\$4,163 YTD \$938 – 23% @ December 2018</b>	Green	The aide position for ELT is filled.
Purchased services-code 40 <b>\$63,000 YTD \$41,000 – 81% @ December 2018</b>	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 <b>\$8,196 YTD \$5,145 – 63% @ December 2018</b>	Green	The funds for Next Lesson will be amended. Instructional Supplies were ordered and received.
Travel expenses-code 46 <b>\$NONE YTD \$ZERO – ZERO% @ December 2018</b>	Green	N/A
Employee Benefits-code 80 <b>\$127,603 YTD \$33,857 - 27% @ December 2018</b>	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	<b>COMPLETED AT THE END OF THE PROJECT.</b>

\* Supporting fiscal documents should be available upon request.

