

**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 Schools	PS 17	140600010017		SIG: Yes	Model: Transformation	Cohort: 5
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 - 4	n/a	Total enrollment: 415 ELL %: 11% SWD%: 27.2%		
Marianna Cecchini	July 2018					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	<p>Early Childhood Center #17 has identified 3 Big Rocks aligned to our DTSDE as noted below:</p> <ol style="list-style-type: none"> 1. Providing differentiated instruction 2. Incorporating higher-order thinking questions 3. Utilizing data to drive instruction <p>Additionally, Buffalo Public Schools have identified 4 District priorities for math (culture of learning, use of district materials, all students explain their thinking, and differentiation) and ELA (use of district materials, all students read, all students write, differentiation). A tool has been designed to measure these priorities and is used for coaching teachers and helping them align their instruction.</p> <p>During Grade Level meetings, data points are analyzed through the DDI process to differentiate instruction to support all learners. There has been an emphasis on planning and implementing targeted instruction from current data. The SIG funds were used in September to analyze NYS testing data and categorize standards as strengths and areas in need of improvement as a grade level, as well as by individual teacher.</p>				
Darlene Jesonowski Djesonowski@buffaloschools.org 716-816-4687	Yellow					

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		<p>Relevant topics are identified by staff, and members of the School’s Leadership Team (SLT) are in the process of creating and providing professional development opportunities. One such suggestion was a PD to understand the vertical articulation of writing standards from Pre-K through grade 4. The administrators have also allotted SIG funding to provide PD for Integrated Co-teaching, BIP/IEP writing and ENL strategies.</p> <p>Based on this year’s accountability guidelines, ECC #17 has been designated a “School in Good Standing.”</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	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Attention –This document serves as the Progress Review Report for schools that are *not* Persistently Struggling or Struggling schools but are receiving School Improvement Grant (SIG) funds. The document is intended to be completed by the Superintendents of Schools and/or their designee and submitted electronically to OISR@NYSED.gov.

Directions - District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the implementation of the key strategies of the 2017-18 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>Data from the 2017-2018 New York State ELA and Math indicate that:</p> <ul style="list-style-type: none"> Grade 3 ELA proficiency was 38%, up from 15% in 2016-2017. Grade 3 Math proficiency was 43.8%, up from 20.8% the prior year. Grade 4 ELA proficiency was 18.6%, up from 9% the prior year. Grade 4 Math proficiency was 20.7%, up from 15.5% the prior year. Grade 4 Science proficiency was 80%, up from 67% the prior year.

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.

Beginning of Year (BOY) Composite Scores:
Kindergarten 36% Proficient (41% with intensive needs)
Grade 1 27% Proficient (59% with intensive needs)
Grade 2 41% Proficient (44% with intensive needs)
Grade 3 39% (46% with intensive needs)
Grade 4 40 % (41% with intensive needs)

In comparison to the previous year's DIBELS benchmark scores, overall data shows that there was an increase of intensive students at the start of the year and a decrease in proficient student.

ELA District Benchmark Assessment (DBA):

DBA #1:

Grade K - Proficiency was 74%
Grade 1 - Proficiency was 37%
Grade 2 - Proficiency was 13%
Grade 3 - Proficiency was 1%
Grade 4 - Proficiency was 8%

School-wide, there was an overall decrease of 3% proficiency.

Step Up To Writing (SUTW) BOY Informational Writing Assessment:

Kindergarten—Proficiency was 0%
Grade 1— Proficiency was 8%
Grade 2— Proficiency was 11%
Grade 3— Proficiency was 0%
Grade 4— Proficiency was 30%

Every grade remained the same or decreased in overall proficiency with the exception of 4th grade. Grade 4 increased from 14% to 30% proficient.

Star Math – BOY:

Percentage of students scoring At/Above Benchmark

Grade 1 - 53%
Grade 2 - 23%
Grade 3 - 31%
Grade 4 - 32%

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.

	<p>Star Math had an overall increase of 5% proficient.</p> <p>Math District Benchmark Assessment (DBA): DBA #1: Grade K - Proficiency was 61% Grade 1 - Proficiency was 46% Grade 2 - Proficiency was 36% Grade 3 - Proficiency was 39% Grade 4 - Proficiency was 22%</p> <p>DBA #1 showed an increase of less than one percent overall.</p>
<p>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.</p>	<p>To address the overall need for improvement, Early Childhood Center #17 will continue to implement strategies to address these trends. These strategies are outlined in our goals with key design elements that reflect our prioritized needs. In order to effectively implement our school's vision and mission statements for the School Improvement Grant period and key design elements, we continue to increase professional development for teachers based on their needs with focus on our <i>'Three Big Rocks'</i>:</p> <ol style="list-style-type: none"> 1. Providing differentiated instruction 2. Incorporating higher-order thinking questions 3. Utilizing data to drive instruction <p>If teachers are unable to attend professional development sessions, we share information in Schoology (PowerPoint presentations, agendas, handouts, etc.) We also provide one-to-one coaching in some instances.</p> <p>To address specific trends above:</p> <ul style="list-style-type: none"> • Teachers are using benchmark and formative assessments to measure proficiency on standards in ELA and Mathematics. Teachers create Action Plans for small group, targeted instruction. • Teachers work with instructional coaches during Grade Level Meetings and Vertical Meetings to access programmatic resources for re-teaching and dig deeper into the content standards. • The expectation is that all teachers use Step Up to Writing across grade levels and content areas. • The after-school program has a structured block of time to allow for practice in both ELA and math. • Grade 4 began departmentalizing, teaching either ELA, math, or social/science. This decision was made so that each would have a content specialty and focus on that particular subject in greater depth.

Student Attendance - Please complete the prompts/questions below.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Average Daily Student Attendance Rate (%)	88.7%	89%	91.85%
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.).	<p>Prekindergarten- 90.32%, increased from 87.1% Kindergarten- 91.18%, increased from 88.07% Grade 1-90.39%, increased from 88.98% Grade 2- 92.95%, increased from 92.69% Grade 3- 93.82%, increased from 90.96% Grade 4- 92.53%, increased from 89.74%</p> <p>Currently there are 88 chronic and 33 severe absentees.</p> <p>As of this time period last year, attendance in all grade levels has shown improvement.</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>We are currently above our target for average daily attendance year-to-date. Below are the steps we took since September in order to meet or exceed our target:</p> <p><u>Universal</u> The school leader implemented an attendance initiative in order to hold families more accountable for sending their child(ren) to school on time each day. Daily calls are made by the Attendance Teacher and the communications are logged for the school leader to monitor the student attendance rate on a weekly basis. Teachers post a sign on their classroom doors when they have 100% attendance. We have on-going contests and incentives. We continue to educate students and parents on the importance of attendance through phone calls and letters. Tips are given in the parent memo from the nurse, cafeteria, and physical education teachers.</p> <p><u>Tier 2</u> The Attendance Teacher continues to follow up with student referrals for chronic /severely chronic students through phone calls, letters, and home visits. He is on site two days per cycle (A and C Day). Students who have left school with no forwarding information are also investigated and pursued.</p> <p><u>Tier 3</u> Appropriate referrals are made to outside agencies; such as CPS and Say Yes for attendance issues that require additional services.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Continue to stress the importance of school attendance at parent conferences, through parent memos, at Faculty Meetings, through classroom shout-outs, daily announcements, and attendance competitions. • Follow-ups with parents via phone calls. • Incentives for students with perfect (95% +) attendance. (tablet drawing, breakfast, and luncheon.) 		

Teacher Attendance - Please complete the prompts/questions below.

2018-19	Baseline (%)	2018-19 Target	Year to Date
Average Daily Teacher Attendance Rate (%)	89.3%	91.7%	94.71%

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.).

As of January 2, 2019, we have compiled the following teacher attendance data:

ECC #17 currently has:

- A kindergarten special education teacher is on medical leave; a temporary teacher is filling the vacancy.
- A second-grade special education teacher went out on maternity leave in March 2018 and has not returned. A temporary teacher has been assigned since the start of the 2018-19 school year.
- A grade 4 co-teacher is out on maternity leave; a temporary teacher is filling the vacancy.
- A new social worker was hired for the start of the year and is out on Workers Compensation. She has not reported yet this year.
- A teacher assistant is out as a result of being injured by a student. She was set to return in September but has extended her leave. Her absence is currently being filled by a long-term substitute.
- In addition, we have 1 aide vacancy being filled by a day-to-day substitute.

Reporting Period: September 1, 2018 to January 2, 2019: Overall Total Number of Teacher Absences was 304

Reason	Total Absences	Percent of Total Absences
Illness	255	83.9
Personal Leave Day	48	15.8
Bereavement	1	0.003

- The highest number of absences (including illness, personal leave and bereavement) occur on Wednesdays.
- The fewest number of absences occur on Tuesdays.

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.

Currently ECC #17 has implemented the following school-wide strategies to promote teacher attendance:

- Administration has communicated teacher attendance as integral to student achievement with staff during each Faculty Meeting, in the weekly bulletin, and through daily announcements before student arrival.
- Staff attendance data is shared during staff meetings along with attendance goal.
- When practical, School #17 uses the same substitute(s) for long-term absences to ensure continuity in the classroom. In some of those instances, former retired teachers who are familiar with the grade level curriculum are sought and utilized as substitute teachers.
- Wellness committee facilitates physical fitness activities with staff to promote healthy living.
- Principal acknowledges 100% staff attendance every 5 weeks with a personal letter and a certificate.
- Shout outs for teacher attendance are given during morning announcements and at faculty meetings.

Teacher Attendance - Please complete the prompts/questions below.

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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 (#)	457	110	54
Key Questions/Prompts	Analysis / Report Out		
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	The majority of Office Discipline Referrals occurred in the classroom. Of the 54 referrals, they accounted for 28 students, 2 of which are currently enrolled in other schools. The greatest number of incidences were in PreK, 2 nd , and 4 th grades.		
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>ECC #17 employs the following school-wide strategies:</p> <ul style="list-style-type: none"> The classroom teacher utilizes <i>Character Counts!</i> resources to teach behavioral and character expectations, as ECC #17 participates in a <i>Character Counts!</i> initiative. Monthly character traits are promoted school-wide. Fun Friday activities are used in conjunction with the character traits. January’s character trait was “Fairness.” Prekindergarten teachers have started to use Second Step, a social-emotional learning program. A coach currently visits classrooms monthly to monitor implementation and provide supports. The staff has received training in the Restorative Discipline approach used to teach replacement behaviors. Parent conferences, phone calls, and notebook communications are used as a first response to deviant behavior. PBIS implementation is reviewed and monitored through monthly meetings. Teachers refer students to Student Support Team for 3 tiered supports, strategies and interventions in lieu of suspensions, when possible. When a student is assigned to a Tier 2 or Tier 3 support, parents are notified in writing. Say Yes on-site facilitator provides support to families. Life skills lessons and conflict resolution are provided in one-to-one sessions by the school counselor. Guidance counselor sees at-risk students and conducts SAIG groups. Awards assemblies are scheduled once a quarter for students, families, and parent volunteers. The Buffalo Police Department worked with Grade 4 students by providing an assembly to address the problem of bullying. SST team is scheduled to speak with each Grade 4 class to reinforce anti-bullying. After two ODRs, students are referred to SST. A behavioral support specialist was hired for the current year and works with students at each of the three tiers. <p>Specifically, for the students identified above:</p> <ul style="list-style-type: none"> Eighteen students are currently supported through Check In/Check Out, two have graduated. Behavioral Intervention Plans have been updated for thirteen students, four new BIPs have been created this year, and five students made enough progress to remove the BIP from their IEP. Eighteen students in the building currently have Behavioral Intervention Plans (BIPs). One student has a behavior support plan. The school social worker has a caseload of fifteen students. Gateway is currently linked with eleven students. She sees students on Thursdays and Fridays and continues to provide art therapy. Five students are on agency wait lists due to more intensive behavioral needs. 		

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.

- Say Yes also provides support to two families to ensure home/school connection.
 - One new referral for special education services has been submitted due to behavioral concerns.
 - Life skills lessons and conflict resolution are provided by the school counselor. She has regularly met with nine students thus far.
- Next Steps:
- Monthly Character traits are:
 - February – Caring
 - March—Citizenship
 - April—Trustworthiness
 - May—Respect and Responsibility
 - June—Fairness and Citizenship
 - Hallways are named after the various character traits. Teachers select names of students each month who exhibit those traits and their names are displayed along the appropriate street. Example: Responsibility Road, Trustworthiness Way
 - The NED (Never give up, Encourage others, Do your best) show is coming to our school this spring to promote positive character traits and hard work.
 - Lunch with the Principal and/or Assistant Principal as a reward for students with good behavior.
 - Students can also recite morning announcements, participate in dress down days, or shop from the school store as additional incentives.

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 Community Action Organization facilitates a 21st Century After School program. The afterschool program works in conjunction with the school day program. The afterschool program addresses the academic performance of students in grades PK-4 by providing curriculum in ELA, Math, Science and STEAM, which is aligned to the Common Core State Standards.</p> <p>The program is offered Monday through Friday from 3:40pm-6:00pm. (11 hours per week). The students are grouped by grade and then sub-grouped based on academic/social emotional needs. This is the first year the program has been extended to include Prekindergarten, a waiver was obtained for this purpose.</p> <p>There is a total of 136 students attending the ELT program: Prekindergarten - 14 Kindergarten - 25 Grade 1 - 6 Grade 2 - 4 Grade 3 - 5 Grade 4 - 2</p> <p>Student attendance for the ELT stands at 82%.</p> <p>During the ELT, students have dinner from 3:45-4:15. Instruction in math and ELA is from 4:20-5:15 and enrichment is from 5:20-6:00. Enrichment activities include science projects, dance, art, music, and physical fitness activities.</p> <p>The programs that are included are the following:</p> <ul style="list-style-type: none"> • Homework help/ Tutoring • Canisius College Science Program for 3rd & 4th graders • Engineering for Kids • FBites: Food and nutrition program • Animal Adventures: program where students learn about animals • Best Self Health -- Social Emotional • La'Movement Fitness • <i>Reading Eggs</i>: ELA computer based individualized student programming for K-2nd grade • <i>Exact Path</i>: Assessment based Math and ELA instruction for 3rd-4th grade • African Drumming • Girl Scouts • Boy Scouts • Paint the Town • Wii and board games

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>An administrator is on-site every day and helps increase relationships with students and parents.</p> <p>Each staff member has at least a high school diploma. Each candidate goes through a rigorous background check, fingerprinting, drug test, SCR clearance and reference check. Each ECC #17 ELT staff member currently holds a college degree or is in the process of completing coursework. There are certified teachers on staff to oversee all lessons. The Director holds a Masters' Degree, with a Bachelors' degree in Early Childhood Education.</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>Initial assessment using <i>Reading Eggs</i> for kindergarten through 2nd grade and <i>Exact Path</i> for 3rd and 4th grade is used to evaluate the students' strengths and weaknesses. Based on the score, the software then assigns the student lessons. Final assessment using the same software is completed 15 days prior to the program's end date.</p> <p>The computer program that they use does not let the student go past a lesson until it is mastered. Every Common Core aligned lesson has a test at the end.</p> <p>All 3rd and 4th grade students have their report cards tracked for ELA, Math, Science and Social Emotional behavior every quarter. Outcomes are reported and shared with teachers and the leadership team.</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"> • Initiate reciprocal communication between classroom teacher and ELT provider. • Provide appropriate data from District benchmarks. • Monthly meeting with ELT site coordinator to align school program and initiatives. • Reciprocal communication with data from <i>Reading Eggs</i> and <i>Exact Path</i>.

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. Use of Technology	Yellow	<ul style="list-style-type: none"> • A zSpace lab was installed prior to the start of the school year. District training was provided over the summer, the Instructional Coach has modeled its use with classroom teachers and students, and a District ITC is scheduled to come in for additional training sessions. • District training in the use of technology is available for all teachers through the Staff Development office. Some teachers have taken advantage of this training to further their skills in using technology in the classroom for the purpose of enhancing instruction and skills practice. • Grade 3 and 4 teachers have been trained in the NextLesson resources, which is used in some classrooms. • Grade 3 and 4 teachers have been trained by the District on how to locate student data from New York State assessments, to inform them on student groupings and target specific students. • One to one iPads are used by Grade 3 and 4 students, and Pre-K to Grade 2 students have iPad stations. Teachers have been trained in using iPads as an instructional tool to extend and enrich lessons. • Schoology is used consistently through the building for Grade Level Meetings, Faculty Meetings, and for housing curriculum projects. Some classroom teachers use it for students to submit work or to share resources with students. • STAR Math assessments are used for tracking student math progress. • The Extended Learning Time (ELT) program uses <i>Reading Eggs</i> and <i>Exact Path</i> for assessment and skills practice. • MyOn and Quill are reading and grammar programs that can be used at any time, even from a student's home. • Prodigy is a mathematics program used by students during the Rtl block to practice math skills. • Interactive whiteboards are used by all teachers to extend lessons and provide engagement with students. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Teachers will receive additional training in zSpace applications specific to their grade level. This program is expected to engage students by providing 3D learning experiences. • The District is expected to provide online licenses to students for Lexia Core 5, an online literacy program. Training will be rolled to teachers at that time.
2. Curriculum is aligned to Common Core State Standards (CCSS)	Green	Given our academic results from 2016-2017 and 2017-2018 we: <ul style="list-style-type: none"> • Follow district curriculum pacing: Principal and Assistant Principal continue to monitor teachers' plans on a weekly basis to ensure rigor and alignment to CCSS. Lesson plans are also analyzed for evidence of

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			<p>differentiation and DDI. The expected impact is that curriculum mapping and lesson planning by teachers will ensure that students are taught major standards based on data within the academic school year.</p> <ul style="list-style-type: none"> • The school leaders conduct formal and informal observations on a regular basis to monitor curriculum alignment and implementation. • Grade Level Meetings continue to be focused on the data driven inquiry process. To ensure all students achieve mastery of high-leverage foundational skills, teachers analyze data and complete Action Plans. They collaborate with their peers over best practices as they develop reteaching plans. • Vertical Team meetings occur monthly. The agendas are developed by the SLT, facilitated by teachers, and focus on school initiatives. The main purpose of Vertical Team meetings is to foster professional learning communities. • Teachers continue to use <i>Step Up to Writing</i> in grades K-4 to develop student writing strategies. • Teachers in Grades K-1 are currently using the Science Kits, and Grades 2 and 3 began a new science curriculum, Interactive Science. (Grade 4 adopted the new program during the 2017-2018 school year.) • Rubrics are used in all grade levels as a Criteria for Success. <p>One recommendation from the 2016-2017 DTSDE review was to develop an interdisciplinary team, which would provide students with interdisciplinary student learning experiences. The theme, “Our School, Our Family, Our Community” was decided upon in 2017, and we developed a school-wide project which began in the fall of 2017. This project was expanded upon during the 2018-19 school year, teachers met as a team to plan in June/September 2018.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continued use of Action Plans derived from the DDI process are used to differentiate instruction and plan for individual student needs, i.e. re-teaching and enrichment. • Interdisciplinary student learning projects will be showcased for parents during parent teacher conference night on March 5, 2019. This will: <ul style="list-style-type: none"> ○ Align with NYS Social Studies Standards ○ Increase Culturally and Linguistically Responsive Teaching (CLRT) awareness ○ Celebrate students’ diversity ○ Foster a sense of school community ○ Incorporate art and music <p>The anticipated impact is that all instruction is aligned to the CCLS, and that the learning needs of all students are being met.</p>
3.	Providing Multiple Pathways for Student Achievement	Yellow	<p>Teachers worked together to create a syllabus, by grade level, that outlines classroom expectations specific to grading policies. This was posted in the 2018-19 School and Family Handbook to allow for transparency and consistency.</p> <p>Many assignments include Criteria for Success, and an exemplar, so students understand what is expected of them to achieve mastery. This best practice allows for students to also have accountability and ownership of their progress as</p>

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			<p>students are responsible for ensuring they meet the criteria.</p> <p>The following practices are currently in place:</p> <ul style="list-style-type: none"> • AIS/RtI times are built into K-4 schedules for both ELA and math • Data analysis to create Action Plans for instruction • Differentiated instruction based upon results of data and Action Plans • Use of mClass’s “Now What” activities for students at risk during literacy instruction • Administrators’ review of grades before their due date, as a means of proactive support • Use of student data binders and teacher/student conferences • Continued parental contact for all students • Two additional teaching assistants have been hired, as per our School Based Budget, so there is now one teacher assistant to support each grade level <p>Next steps:</p> <ul style="list-style-type: none"> • School leaders and teachers, with the support of instructional coaches, will ensure that instruction focuses on the various learning styles and needs of students by monitoring classroom instruction and lesson plans by: <ul style="list-style-type: none"> ○ implementing non-negotiable instructional strategies for student engagement; ○ giving quality feedback for individual student improvement; ○ incorporating two to three higher-order thinking questions in each lesson for each class. (As per recommendations from DTSDE 2017-2018). • Teachers will continue to use the Data Inquiry Process at Grade Level Meetings and Common Planning Time. • Teachers will continue to conduct one-on-one conferences with students (using data binders) to monitor progress and provide students ample time to improve performance. • Teachers will follow the established grading policies to communicate/post progress updates via Infinite Campus. • At the conclusion of the 3rd Quarter, teachers will submit the names of students that are not on track to pass the 2018-19 school year. Conferences (including the Principal, teacher, parent(s) and student will be scheduled to discuss academic goals and/or preparations for retention. <p>The anticipated result is that all students will be on a trajectory toward higher student achievement via receiving rigorous activities/lessons and individualized instruction.</p>
4.	Providing targeted Professional Development	Green	<p>This year, we have continued to implement the School Administration Management (SAM) process with the National SAM Innovation Project (NSIP). Using the process and the tools provided by NSIP, the Principal is able to spend more time in classrooms, coach teachers, develop relationships, reflect on teacher practice together, and ultimately, improve student achievement.</p> <p>In September, half day sessions were scheduled to work with Grade 3 and 4 teacher teams to analyze the NYS ELA and</p>

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			<p>math assessment results and determine strengths and areas in need of improvement. Grade level and individual classroom action plans were developed.</p> <p>Grade level teams participated in a review of rubrics and practiced norming student work samples prior to scoring the Beginning of the Year Step Up to Writing Assessment.</p> <p>One-to-one coaching is being provided to a newly formed Integrated Co-Teaching team based on administrator observations.</p> <p>Based on feedback from the School Leadership Team, grade level members outlined expectations for writing instruction and provided student work samples to be shared at a morning Faculty Meeting in December. This was done to show vertical alignment and discuss ways to strengthen writing instruction across all grade level and content areas.</p> <p>In January, the Behavioral Specialist provided training on Tier 1 interventions as a result of the number of requests for assistance and ODRs.</p> <p>Based on the Root Cause/Disproportionality Team’s attendance at trainings with the NYU Technical Assistance Center, participants have begun to have open dialogues with teams of teachers at Grade Level Meetings around the topic of Culturally Relevant Education. A book study was started on <u>Multiplication is for White People</u> by Lisa Delpit.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Representatives from the Special Education Department will be coming in to work with teachers on Specially Designed Instruction (SDI) and Individualized Education Plan (IEP) writing. • On Saturday, January 26th, the ENL Department will host a professional development opportunity with staff. Our District ELN coach attended the January Faculty Meeting to survey teachers and form a plan based on their specific needs and requests. • Work on Culturally Responsive Education will continue at both Grade Level and Faculty Meetings. Staff will continue with the book study outlined above. <p>Expected impact is that teachers will improve teacher practice, and subsequently, increase student achievement.</p>
5.	Providing support to students and families	Yellow	<ul style="list-style-type: none"> • Ready Freddy was held on August 29th for students to visit their classrooms and teachers prior to the start of the school year. • Monthly Parent Teacher Organization meetings have been held at the school. SBMT meetings are now scheduled immediately following the PTO meetings to increase parent participation and engagement. • PTO Coffee Hours have been scheduled monthly, with an emphasis on topics requested by parents and

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community members. Examples include; Math Homework Helper, Just Say Yes cooking demonstrations through the Food Bank of WNY, Tax Preparation, and New Home Ownership and Financial Planning.

- Restorative Circles have become a priority for students to express themselves in a safe environment. Teachers hold circle time at the start of each morning to engage students in reflective dialogue around a topic discussed in the *Second Step (PK)* or *Character Counts! (K-4)* programs.
- Based on the *Character Counts!* initiative, a character trait of the month and word of the week is shared daily on the morning announcements. Teachers incorporate these traits in their morning circle and conversations centered around literature. Loyal Lion Loot is used as an incentive for students who represent one of the character traits and can be redeemed for items at the school store. Students who demonstrate the monthly trait are also selected from each homeroom and have their name posted in the hallway named for that particular trait.
- An Open House and Health Fair was held on October 2nd. Teachers were available to meet with parents, showcase student work, and discuss expectations. Vendors were available with resources and information for families in the community.
- “Strong Side” assemblies are held quarterly to showcase student successes in the classroom. Medals were given out at the November 16th gathering for students who were proficient on the previous year’s NYS Assessments.
- Our SST team, Attendance Teacher, and our partnerships with Say Yes and Gateway-Longview are in place and continue to provide families and students support to promote student attendance and positive behaviors.
- The Principal meets with the SST, Say Yes, and Gateway on a regular basis.
- Say Yes makes home visits to assist parents with paperwork and to meet informally to better assess families’ needs. He is a liaison between home and school, meets weekly with each child, and has contact with the student and family monthly. He also conducts SAIG and informal lunch bunch sessions with students on his caseload. In September, Say Yes hosted a student “Bring Your Dad” to breakfast event.
- Family engagement kits were made available, by grade level, for parents to sign out and use at home with their children. These contain literature, skill games, and translations in English and Spanish.
- The Backpack Program (sponsored by the Food Bank of Western New York) provides a weekly distribution of food to 46 students. Foods included are from all 5 food groups and go home with students on Fridays.
- The Extended Learning Time (after school) program provides an additional meal to children, homework assistance, and extra-curricular extensions such as Girl/Boy Scouts, La’Movement Fitness, and Animal Adventures.

Next steps:

- As mentioned above, “Strong Side” assemblies are planned in February and April to include families in celebrating student achievements.
- Our second Parent Teacher Conference Night is scheduled for March 5, interpreters will be made available for our newcomer families through the Multicultural Department. Work from the Interdisciplinary Project will be on display at this event.

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">• We will continue to offer attendance incentives for students and families, and to reinforce the importance of student attendance with parents at Conference Night, PTO meetings, and school wide assemblies.• In May, families will be invited to a spaghetti dinner event hosted by the school community. <p>The expected impact is more parent engagement in school, and parents will have more and better resources to help their children at home, resulting in higher student achievement. It will also result in a safe and effective learning environment.</p>
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(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.

BUDGET/FISCAL *

<p><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.</p>			
Expenditures *** Expenditures are from July 2018 – December 2018 SIG DB19	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 \$138,879 YTD \$31,242 – 22% @ December 2018	Green	All positions are filled.	
Salaries for Support Staff- code 16 \$16,181 YTD \$7,468 – 46% @ December 2018	Green	Position is filled.	
Purchased services-code 40 \$20,795 YTD \$19,295 – 93% @ December 2018	Green	Contracts are executed.	
Purchased services-code 45 \$250 YTD \$234 – 94% @ December 2018	Green	Supplies have been ordered.	
Travel expenses-code 46 \$1,208 YTD \$613.92 – 61% @ December 2018	Green	Travel is upcoming in January.	
Employee Benefits-code 80 \$66,590 YTD \$15,573 - 23% @ 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.