

1003(g) School Improvement Grant (SIG) 2017-18
Performance Management – *Mid-Year Report*
 September 1, 2017 –January 31, 2018
 (Non-Receiverhip Schools Only)

Name of School District	Name of school	School BEDS Code		SIG Model/Cohort		
Mt. Vernon City School District	Edward Williams Elementary School	660900010002		SIG: X	Model: Innovation & Reform	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	K-6 th grade	N/A	Total enrollment: ELL %: 10% SWD%: 18%		
Dr. Crystal Waterman	August 3, 2016					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	<i>Brief</i> Analysis/Report Out of Overall Implementation Status				
Name and Contact Information	(Red/Yellow/Green)	The Edward Williams Elementary School is implementing the SIG plan that was approved last school year. The school administrators are working collaboratively with the school- and district-level staff to review the school’s past practices and understandings of best practices so that the goals outlined in the SIG are implemented with full fidelity and achieved. Regular meetings occur to ensure that the school and district leaders make timely adjustments to the implementation of the school’s plan are made and the appropriate supports are provided to identified constituents across the school community.				
Dr. Waveline Bennett-Conroy	Green					

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.
--------------	--	---------------	---	------------	---

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
<p>Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).</p>	<p>According to the New York State Education Department’s data.gov website (1/2018), the Edward William Elementary School has students performing at or above proficiency levels at 14% and 8 %in English language arts (ELA) and mathematics, respectively. This is an overall percentage point increase of 3% in ELA and 6% in mathematics in comparison to the 2016 school-year performance in the same subject areas. The student growth in levels 3 and 4 is reflective of the percentage of students performing at level 2 shifting to the higher levels. Students performing at level 1, in 2016 and 2017 remained significantly stagnant at 75% and 76%, respectively. In addition, of the students who engaged in the ELA assessment (173 total students), 24 of the 144 general education students assessed at levels 3 and 4 (17%). Similarly, the total black/African-American and non-English language learners performed at 13% (18 out of 140 total tested) and 14% (23 out of 159 total tested), respectively. Conversely, students with disabilities, English language learners, and economically disadvantaged students performed at 0% (0 out of 29 total tested), 7% (1 out of 14 total tested), and 12% (17 out of 140 total tested), respectively on the ELA assessment.</p> <p>Similar to ELA, the overall increase of 6%pts in mathematics is reflective of the percentage of students performing at level 2 shifting to the higher levels. In addition, similar to ELA, students performing at level 1, in 2016 and 2017 remained significantly stagnant at 75% and 76%, respectively. In addition, of the students who engaged in the mathematics assessment (173 total students), 14 of the 144 general education students assessed at levels 3 and 4 (10%). Similarly, the total black/African-American and non-English language learners performed at 7% (10 out of 139 total tested) and 9% (14 out of 158 total tested), respectively. Conversely, students with disabilities, English language learners, and economically disadvantaged students performed at 0% (0 out of 29 total tested), 0% (0 out of 15 total tested), and 6% (9 out of 141 total tested), respectively on the mathematics assessment.</p> <p>Based on students’ performance, the school and district leadership recognize that, although, all students need to receive increased rigorous instruction to address the school’s current rate of proficiency in ELA and mathematics, there are specific sub-groups that are proving to experience greater academic struggle. Since the data trends reveal that only two sub-groups of students are demonstrating consistent overall improvement in student performance; general education and non-English language learners in both assessment areas, the plan to address students’ academic achievement is robust.</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>The school is using the supports from the School Improvement Grant to create the following improved conditions for teaching and learning by implementing the following:</p> <ul style="list-style-type: none"> • Created Professional Learning Communities (PLCs) for teachers to engage in 4-5-week cycles of inquiry focused on ELA Common Core Learning Standards (CCLS) study, mathematics CCLS study, looking at student work protocol, reviewing student assessment data, and vertical teacher teams to examine curriculum and CCLS across the grades; • Conducted a data analysis of the CCLS ELA assessment results, by highlighting the New York State that at least 50% or more of the students demonstrated difficulty with on the assessment; • Utilized the CCLS data from the item analysis study to infuse instructional strategies that places emphasis on the K-6 continuum; • Implementing a new Houghton Mifflin Harcourt Journeys reading program for 3rd – 6th grade students;

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

- Providing all students K-6 with Tier 1 (in classroom), Tier 2 (small group), and Tier 3 (RTI pull-out group) instructional supports;
- Administering triennial periodic assessments for all students (K-1) Dibels and 2nd – 6th grades iReady; and
- Introducing a focus on writing beginning with 2nd and 3rd grades.

To compliment the above action steps, school leaders have created a cycle of PLC foci that results in teachers deeply examining their practices in both ELA and mathematics. During these sessions, teachers are discussing the standards that align to the curriculum and units of study so that there is a common understanding of the merits of the standards and what student success will look like once they have mastered the standard. The third cycle of the PLC is to encourage teachers to closely examine students' work. During this session, teachers bring a sample piece of student work to share with his/her colleague. The presenting teacher introduces the student work and the other teachers ask probing questions and offer observations about the students' work. It is during these sessions that teachers norm their thinking about teaching, best practices, and student learning. The teachers use the fourth session to look at assessment results. The assessments stem from iReady, interim assessments, student work, and unit tests. Similar practices and services are provided for ELA.

Instructional practices that align to the action steps above include, but are not limited to targeted instruction for writing, which will begin in two grades this school year and expand to the other grades during the 2018-19 school year. Although teachers include interventions in their whole group instruction, a 20-minute RTI block is being incorporated into the instructional block, as well. The school's math coach assists teachers with implementing the EngageNY mathematics modules and using data to ensure all lessons appropriately challenge all students. Similar to the practices and services provided in mathematics, teachers provide RTI and small group instruction with the ELA. For RTI, a reading specialist pulls students into small groups, using Fountas & Pinnell reading levels in all grades K-6. The school's model for addressing interventions is pull-out groups for Tier 3, small group instruction in the class as Tier 2, and direct and explicit teaching as in the form of Tier 1.

Finally, to ensure students' socio-emotional supports are connected to academic expectations, special education teachers, school psychologists, and the special education supervisor meet once a month to discuss student progress. Also, the special education teachers are receiving professional development in explicit instruction as a yearlong focus.

Student Attendance - Please complete the prompts/questions below.

2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	92.83%	90%	88.97%	
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>Currently, student attendance patterns and trends align to three specific issues. These issues encompass:</p> <ul style="list-style-type: none"> • Students transferring to other schools without properly notifying the school staff, and therefore, accumulating unnecessary absences; and • Students who have sporadic absences, which identifies those students consistently absent one or two days per week, then attend school for a full week and is followed by sporadic absences, again. 			
How do these data/patterns	The school data was reviewed, and the school staff found that students of temporary housing is the subgroup that needed closer monitoring			

Student Attendance - Please complete the prompts/questions below.	
<p>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>and follow-up. The school is examining the following data points aligned to student attendance:</p> <ul style="list-style-type: none"> • Daily attendance; • Long-term absence data; • Enrolled students living in temporary housing; and • Students with sporadic absences who show patterns of inconsistent attendance. <p>The school counselor is working collaboratively with other staff members to ensure that the school's goal to increase student attendance is met. The issue the counselor is addressing is developing relationships with students and their families, so that we can decrease the number of students who leave the school without notification. In addition, teachers make outreach calls to families when students are absent 5-6 consecutive days. If the outreach is unsuccessful the attendance officer is notified so that the child is located.</p>

Teacher Attendance - Please complete the prompts/questions below.				
2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)	89%	94.56%	95%	
Key Questions/Prompts	Analysis / Report Out			
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	<p>The attendance rate is approximately 95%, which doesn't make this indicator a major concern for the school. The data demonstrates the following:</p> <ul style="list-style-type: none"> • Absences are primarily due to illness; • Very few teachers extending holidays and weekends; and • Very few sporadic unexcused teacher absences. 			
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>Teacher attendance has been good. The school leader believes that attendance has been good because many teachers are untenured and are on probation, which acts as an incentive to have exemplary attendance. The school leaders are tracking the following data points aligned to teacher attendance:</p> <ul style="list-style-type: none"> • Daily attendance; • Long-term absence data; • Teachers with sporadic absences who show patterns of inconsistent attendance; • Teachers whose absences extend holidays or weekends; and • Use progressive discipline for teachers with unexcused absences. <p>Although the school has a lot of new teachers, attendance has only been impacted by illnesses. However, the school leaders will be mindful of teacher attendance and patterns that counter the school's goal of exemplary teacher attendance. Therefore, the proactive monitoring of teacher absences will only serve to ensure that issues can be addressed in a timely fashion.</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.				
2017-18	Baseline (#)	2017-18 Target	Year to Date	
Office Discipline Referrals (#)	111	156	32	

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.	
Key Questions/Prompts	Analysis / Report Out
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	Data collected about student discipline shows that office referrals are stemming from having a large group of new teachers. These teachers are demonstrating struggles with classroom management. Student disciplinary issues are occurring in the classrooms, where the new teachers have the most difficulty maintaining management. Similar to last year, some students continue to demonstrate difficulty during lunch time in the cafeteria and playground but supports implemented last year have assisted students with managing their own behavior by redirecting their energy and providing encouraging supports to one another. However, the trend of suspensions, 32, indicates that this year's total of suspensions will be significantly lower than last year's 221 total suspensions.
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 school leaders and staff members have created and are implementing strategies for supporting the new teachers in the school who have demonstrated difficulty with management by:</p> <ul style="list-style-type: none"> • Providing professional development on classroom management strategies; • Providing assistance to lunch monitors so that structured activities are offered to students, which will help decrease unsupervised incidents; and • Ensuring students who need additional socio-emotional supports are identified and targeted for assistance with self-managements, improved decision-making, and counseling. <p>These action steps all align to the school's continued practices of Check-in and Check-out protocols that align students with an adult who monitors the students' behaviors daily and works with classroom teachers to support students.</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.	
Key Questions/Prompts	Analysis / Report Out
Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students' needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs?	The intent for extended day is to be able to offer students 8 additional hours of tutoring and activities per week; however, due to a lack of teachers working the program, the school is only offering 4 hours per week. The ELT program is targeting students who scored high level 1s and 2s on the NYSED assessments. These students attend an academic-focused program every Tuesday and Thursday for 2 hours each day. Currently there are 25 students in each of 2 3 rd grade classes, 12 students in a 4 th grade class, and 8 students in the 6 th grade class. The school leaders are prioritizing a third teacher for 3 rd grade classes so that the student:teacher ratio is smaller across the three classes. The assistant principal oversees the program. The assistant principal, who oversees the program, works with teachers to ensure that students' iReady data are available and shared so that teachers can plan according to the students' interim assessment results.
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.	At this time, the school is not administering special assessments used specifically for extended-day programs. The school leaders and staff have purposefully decided that it is best to have consistent assessments for student progress that can be used dynamically throughout the day and ELT experiences. All teachers working with students have the assessment results from the interim tests administered in September. The next administration of the ELA and mathematics interim assessments took place this month. When the results are disaggregated, the school leaders will distribute them again to all ELT teachers. The assistant principal will continue to work with the teachers to ensure that they understand and create ways to incorporate appropriate scaffolds into their instruction that meet students' data needs. This is especially important for students who have different teachers in the day and ELT. One of the goals is to encourage students to connect the

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.

	strategies they learn during the day to their ELT work.
What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.	Currently, the school leaders are looking to recruit additional teachers to work in the ELT program and lower the student:teacher ratio. In addition, the teachers and assistant principals will be examining the new assessment data when it is available to determine if additional strategies and interventions are necessary to address students' needs.

2. PROJECT PLAN IMPLEMENTATION

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

Key Strategies List the Key Strategy from your approved SIG Continuation Plan	Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG Continuation Plan.
1. Parent Involvement	Green	As stated in the school's continuation plan, the Parent University has continued to offer workshops that assist parents with understanding their children's data and instructional areas of improvement and success. These workshops are intended to encourage families to become active partners with students' teachers around student academic achievement. Coupling an overview of understanding a student's interim data results when shared with parents and focused make-and-take activities aligned to ELA and mathematics will ensure that families leave the Parent University sessions with information aimed at helping the school increase student achievement. Since these workshops are held in the school, parents are provided additional opportunities to visit the school and develop relationships with staff all staff members. Finally, along with other planned activities and events, the school will begin to increase its efforts towards engagement by communicating with families via newsletters and ClassDojo. These efforts had positive impacts last year and the school leaders expect the same favorable results, this year.
2. Instructional Improvement	Green	The school leaders and coaches are working collaboratively to ensure that all teachers are learning methods for implementing the literacy and mathematic programs by providing professional development and targeted assistance to teachers aligned to data-driven instruction. The school leaders continue to provide teachers with professional development from our contracted partners: Just Inspire (formerly Welcore) and REACH®, LLC. All support providers incorporate examining student data and strategies for teachers to address students' needs in a timely manner. In addition, the principal is participating in the district sponsored Principal PLC focused on literacy.
3. Building Conditions	Yellow	The school leader is working with the district leader to address the additional plans to upgrade the facilities noted in the continuation plan of upgrading the auditorium, painting the building, replacing floor mats, continuing the exterminator's services, and addressing issues with classroom windows.
4. Student Behavior	Yellow	Although last year's plans to address the student behaviors have been fully implemented, the hiring of several new teachers have created new classroom management issues in some of the classes. These issues are being addressed by the strategies described in the student behavior section above.

(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.
<p>Design Framework: Innovation and Reform Framework focused on Family and Community</p> <p>EPO Just Inspire (formerly Welcore and REACH®, LLC)</p>	Green	The model selected for the school has demonstrated success, thus far, as evidenced by the increased student achievement and improved school culture. All strategies implemented based on the SIG 7 reform approach have contributed to the school and district leaders being able to address the needs of the students, families, and staff members. There is a purposeful and resourced focus on data-driven strategies for addressing students' needs. Our partners are collaborating with the school and district to ensure that the school is well positioned to meet the needs of all students and their families.

3. BUDGET/FISCAL *

Expenditures	Status (R/Y/G)	Analysis/Report Out If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.

* Supporting fiscal documents should be available upon request.