



Office of Innovation and School Reform (OISR)
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Final Report: January 31, 2019 to April 20, 2019 and Continuation Plan for the 2019-20 School Year

School	School BEDS Code	District	SIG Model and Cohort		Required EPO (Restart, Innovation and Reform Framework)	
Mount Vernon City SD	Grimes Elementary	660900010014	6			
School Principal		Superintendent (EPO)	Grade Configuration	Total Enrollment	% ELL	% SWD
Name	Date of Appointment		K-7	465	7.3	15.5
Erik Van Gunten	7/1/2016					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	Brief Analysis of Rating of Implementation Status				
Name and Contact Information	(Red/Yellow/Green)					
Dr. Waveline Bennett-Conroy						

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: The document is intended to be completed by the Superintendent of Schools and/or designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to the School Improvement Grant (SIG) 1003(g), and as such should not be considered a formal evaluation by the New York State Education Department. This document serves as the Progress Review Report for Non- Receivership schools (*not* Persistently Struggling or Struggling schools), and as the 2019-20 Continuation Plan for Non-Receiverhip schools. All responses provided under the "2019-20 School Year Continuation Plan" heading should directly align with or be adaptations to the approved SIG plan. **Note:** Schools that will no longer receive SIG funds during the 2019-20 school year should **NOT** complete the Continuation Plan portion of this form.

Directions - District and school staff should respond to the Analysis/Report Out sections by both analyzing and summarizing the key strategies used during this reporting period in light of their realized level of implementation and their impact on student learning outcomes. *2019-20 Continuation Plan* sections provide staff with an opportunity to describe proposed actions and adaptations to the original SIG plan. The Continuation Plan is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year, in a manner that represents continuous and comprehensive planning. Staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

1. METRICS

Academic Achievement - Please respond to each component of each prompt. If necessary, attach samples of data collection that are referenced in the response. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.	
Key Questions/Prompts	2018-19 Analysis / Report Out
Disaggregate student assessment data in core content areas to identify performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).	<ul style="list-style-type: none"> ● We reviewed the 2017-18 and 2018-19 data as well as current iReady and Dibels assessment data with vertical teacher teams (K-2, 3-4, 5-6, and K-7 Vertical Leadership Team) and the Instructional Leadership Team. Clear trends and areas of need were identified across the grades. Comprehension scores, particularly of informational texts, were not rising like the other assessment components. Vocabulary (grades 2-7) and sight word (grades K-2) scores were low. ● Looking at the 2018 NYSED ELA Test results, we saw an increase in proficiency in grades 3, 5 and 6 of 29.5%. In the same grades on the 2018 Math State Test, there was a raise of 16.5% in proficiency.
	2019-20 Continuation Plan

Based on the performance trends noted above, please identify the specific school strategy adjustments or interventions to be implemented to meet the academic achievement targets.

- Vertical teams consistently examine student work and achievement data in order to assess progress made and next steps.
- A focus has been placed on math problem-solving. Together with our REACH consultant, our teachers in grades 4-7 have learned the essentials of the *Exemplars* problem-solving method. This method guides students in explaining their thinking and making connections to other skills/concepts. In 2019-20, we will expand the program to include third and eighth grade teachers.
- Our vertical teams (Professional Learning Communities) had set SMART goals in order to focus efforts on our identified areas of need: comprehension of texts and sight words (K-2) and vocabulary (3-7). The following theory of action was designed to focus the inquiry process: “If our students utilize close-reading strategies and increase their academic vocabulary knowledge base, then we will raise the level of comprehension and see an increase in student achievement.” In 2019-20, we will continue the use of our close-reading protocol (#CUBA) and our response to text protocol (RACES).
- There has been a continued focus upon protocols for close-reading, responding to text, using accountable talk, and student-student discussion. These protocols were developed by the vertical teams and implemented in the classrooms. Posters were printed and the protocol was celebrated school-wide. In order for these protocols to be imbedded into the curricula on a consistent basis, a focus for the remainder of 2018-19 and in 2019-20 will be on planning. Lesson plans must be strengthened and the protocols must be infused into daily plans for effective use of the protocols.
- Full classroom libraries and materials for 3-7 classroom libraries were purchased. There will now be a focus on establishing strong and inviting classroom libraries in each classroom. Model classroom libraries have been developed – one in a K class and one in a 4th grade class. Students will be taught how to choose Just Right books based upon their independent reading levels.
- The vertical teams analyzed academic vocabulary lists and NYS test questions to determine which academic vocabulary words to focus on as a school. A new collection of words was created the week April 8, 2019.
- Our Math Coach has been used in several capacities. The coach was active in disaggregating the data with our vertical teams and has aligned her professional goals to the goals of the vertical teams. She also provides small-group instruction.
- Students in grades 3-7 set SMART goals. This has helped students understand their current levels and how to get to the next level. In 2019-20, we will establish school-wide AVID growth binders in order for our students to continuously reflect upon their work.

Student Attendance - *Average Daily Student Attendance Rate*. The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (%)	2018-19 Target	Year to Date	
Student Attendance Rate (%)	94.46%	94.75%	94.45%	
Key Questions/Prompts	2018-19 Analysis / Report Out			2019-20 Continuation Plan
Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).	Grimes School has historically struggled with attendance and lateness issues. We have a fairly transient population. Our attendance rates, however, improved from 2016-17 to 2017-18.			

<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>Reinforcement programs have been developed to motivate a higher percentage of students to attend school regularly. Our attendance teacher has been contacting parents and families consistently to help them bring students to school each day and on time. A <i>Perfect Attendance</i> award has been presented during assemblies. Attendance is closely tied to the PBIS program. We have opened the school building earlier to provide an earlier drop-off time for parents. We will work with our attendance officer to conduct residency verifications to identify and remove out-of district students. The Dragon Store – a store of prizes at which students can buy items with their Dragon Dollars – is scheduled for half-days and days before breaks in order to entice more students to attend those days.</p>	<p>We will establish a <i>Great Attendance</i> award in order to reinforce perfect or near-perfect attendance at the school. We do not want families to send students whom are sick to school to try to achieve <i>perfect</i> attendance. We will continue to open the school building early (8:00 am) to provide an earlier drop-off time for parents via a DEAR reading program. We will work with our attendance officer to conduct residency verifications to identify and remove out-of district students. The Dragon Store – a store of prizes at which students can buy items with their Dragon Dollars – will continue to be scheduled for half-days and days before breaks in order to entice more students to attend those days.</p>
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Teacher Attendance – *Average Daily Teacher Attendance Rate*. The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days during the week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (%)	2018-19 Target	Year to Date
Teacher Attendance Rate (%)	98.22%	98.5%	98.66%
Key Questions/Prompts	2018-19 Analysis / Report Out		2019-20 Continuation Plan
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	Teacher attendance remains high at Grimes.		
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.	Data patterns suggest that currently there is not a need for a strategy or intervention.		Data patterns suggest that currently there is not a need for a strategy or intervention.

Office Discipline Referrals – *Number of Office Discipline Referrals (ODRs)*. The total number of Office Discipline Referrals for any reasons that disrupt the educational process. These data should be reported here as total number by week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (#)	2018-19 Target	Year to Date
Office Discipline Referrals (#)	12	10	8
Key Questions/Prompts	2018-19 Analysis / Report Out		2019-20 Continuation Plan
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	Office referrals and suspensions have decreased in 2018-19.		
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 following programs have had a positive impact on the school environment. The focus continues to be on increasing the sense of community within classrooms and the school community and teaching proper character traits rather than reacting to negative behaviors and solely using discipline. The school psychologist, guidance counselor and social worker provide daily <i>Reflection</i> support to help students plan alternative methods of confronting conflict. We have monthly character education lessons for each classroom. We have monthly assemblies and school-wide reinforcement programs centering around the <i>Six Pillars of Character</i>. We have established <i>Responsive Classroom</i> morning meetings to help foster a sense of community in each classroom. We established PBIS systems including a prize store and a token economy using <i>Dragon Dollars</i> to reinforce positive character traits. Monthly winners of the character award in each classroom get to star in a movie celebrating a specific character trait. We will continue to examine alternatives to suspension to decrease the suspension rates even further. The discipline code includes progressive discipline steps to increase transparency and to provide an increased level of equity and justice to the school.</p>		<p>We will continue each of these programs or reinforcement systems: PBIS, Six Pillars of Character, Super Shout Outs (positive office referrals), the use of Dragon Dollars to be earned and used at the Dragon Store, monthly assemblies with movies featuring community members in action, and <i>Responsive Classroom</i> morning meetings. We will add daily, verbal “Shout Outs” in each class at the end of the day. This will help to bookend each day with positivity. We will make our 6th grade part of our elementary school. Multiple issues have arisen due to the addition of a middle school in 2019-20. Self-contained classrooms in sixth grade will allow for the building of community within each group. We will add a Student Government in order to foster leadership in our older 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. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
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<p>How do 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>We held our extended day program, called the Academic Power Hour (APH), three days a week. It is held on Mondays, Tuesdays and Thursdays from 3:15pm to 4:45pm. The program focuses on ELA, Science and Math. The design is to focus on smaller group instruction to maximize the learning potential for the students in the program. The Academic Power Hour program was designed specifically for intervention that provides an academic edge as well as a deep understanding of the curriculum. We have extended the program to hold an enrichment group so we can help our 3s become 4s. Students on the cusp of reaching the next level, 20 points or fewer, were strategically chosen to attend. The Academic Power Hour program staff consists of 1 administrator, 1 typist and 8 classroom teachers. The classes are broken into grades 3, 4, 5, 6 and 7. Students were chosen from a generated list consisting of students and their state test scores. Other students were included as space allowed. Classes were created and adjusted as students entered or exited the program. Teachers received training and were given materials centering around the high-leverage learning standards. The administrator informally observes the program to ensure teachers are teaching to the selected standards and the content is both rigorous and supportive. When a standard is tested and deficits are still present, teachers will use small group instruction to attempt to fill the gap in knowledge. I Ready is also used as a tool during lesson rotations within the sessions. The additional data helps drive small group instruction as well.</p>	<p>We will continue our Academic Power Hour (APH). The lesson plans and materials for the program that were created by the literacy coach and math coach will be uploaded onto Schoology so they can be utilized during 2019-20 sessions. We will maximize learning time by providing small group instruction to targeted groups of students during indoor recess and encore periods. During other indoor recess periods, classes will be able to play math fluency, sight word and vocabulary board games.</p>
<p>Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.</p>	<p>Baseline, 2 mid-year, and one final assessment is being required for APH groups. ELA and Math mock exam data was also used to identify students for the program. I Ready progress monitoring is used as well.</p>	<ol style="list-style-type: none"> 1. Sessions will include two lessons within the 90 minutes. Each lesson will have a focus standard, mini-lesson, an I do, we do, you do progression with materials gathered by the coaches, and an exit ticket activity for additional data collection. The teacher will spiral back over the material ensuring students understand the standard taught. Teachers modify the type of lessons based on data from I Ready, quizzes and tests.

2. PROJECT PLAN IMPLEMENTATION

Key Strategies - Identify the key strategies identified in the in the approved SIG plan that were implemented during the current reporting period but were **NOT** already discussed in the Metrics section above. *(Add additional rows as needed.)*

Key Strategies Identify the key strategy from your approved SIG application or Continuation Plan to be discussed.		Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of the 2018-19 implementation of key strategies and their impact on student achievement.	2019-20 Continuation Plan
1.	Staff is organized into small, vertical learning communities, to collaborate in meeting self-identified goals.	G	Meeting notes taken during each meeting, theories of action and SMART goals developed by each group.	All meeting notes will be housed on the Schoology website. This will provide a central location of notes, materials and resources and will allow for conversation between group members.
2.	Leadership teams establish a master schedule.	G	Master schedule was revised for the 2017-18 school year.	Master schedule will be revised for the 2019-20 school year.
3.	Provide social and emotional supports for parents, family and community stakeholders.	G	Family and Engagement Committee (FACE) was formed to provide families with supports. School has enrolled in the World Vision program so teachers can get free materials for students and families.	Our Family and Engagement Committee (FACE) will continue to provide families with supports. The school will enroll in the World Vision <i>family plan</i> which allows families and staff members the chance to get free materials such as food, furniture and appliances.
3.	School leadership plans school climate and student support activities.	G	Daily supports in Responsive Classroom Morning Meetings, daily reinforcement programs including PBIS token economy, monthly award assemblies, celebrating the Six Pillars of Character, RTI interventions.	We will continue each program or reinforcement system. We will add a Student Government to foster a sense of leadership at the school.
4.	School utilizes student performance data: iReady, Dibels, BOCES Data Warehouse and NYSED data to analyze data for school improvement.	G	Common assessments, PLC examination of data using Data Analysis Protocols.	Common assessments, PLC examination of data using Data Analysis Protocols.

3. FRAMEWORK AND EPO: (For SIG Cohort 6 and 7 schools that selected the Innovation Framework, and Restart ONLY)

Identify the school's model, framework, and the EPO.	Status (R, Y, G)	Identify the evidence that supports your assessment of the 2018-19 implementation of the design framework and its impact on student achievement. Describe the manner in which the EPO has been involved in the implementation.	2019-20 Continuation Plan

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4. **BUDGET/FISCAL:** *Add rows as needed.*)

<i>Budget Analysis</i>			
Describe the SIG item or activity found in the approved 2018-19 SIG FS-10.	Status (R/Y/G)	If expenditures from the approved 18-19 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the SIG plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p>As applicable, and along with this report/ plan, please submit a 2019-20 SIG FS-10 budget, Budget Narrative, Attachment D: Budget Summary, and M/WBE documents.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234

2019-20
 School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name Mount Vernon City School District	
School Name Grimes School	
Contact Person Erik Van Gunten	Telephone (914) 665-5025
E-Mail Address Evangunten@mtvernoncsd.org	

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: