

**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		
Poughkeepsie City School District	Morse Elementary School	131500010009		SIG:	Model:	Cohort: 6
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-5		Total enrollment:564 ELL %: 10.6 SWD%: 17.7		
Ms. Nadine Dargan	*If new, attach resume. July 1, 2015					
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)					
Dr. Elizabeth Ten Dyke						

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 2018-19 SIG plan this year to date and the impact of those key strategies on student learning outcomes.

1. METRICS

Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that <i>summarize</i> on-going and formative data used to address student needs and determine progress toward student achievement goals.									
Key Questions/Prompts	Analysis / Report Out								
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	ELA	2015-2016		2016 -2017		2017-2018		Change	
		Level 2-4	Level 3-4	Level 2-4	Level 3-4	Level 2-4	Level 3-4	Level 2-4	Level 3-4
	Morse	53%	16%	46.5%	17%	51.6%	18.2%	-1.4%	2.2+
	Math	2015-2016		2016-2017		2017-2018		Change	
		Level 2-4	Level 3-4	Level 2-4	Level 3-4	Level 2-4	Level 3-4	Level 2-4	Level 3-4

	<table border="1"> <tr> <td>Morse</td> <td>33%</td> <td>8%</td> <td>34.3%</td> <td>12.9%</td> <td>31.3%</td> <td>12.3</td> <td>-1.7</td> <td>4.3%</td> </tr> </table>	Morse	33%	8%	34.3%	12.9%	31.3%	12.3	-1.7	4.3%
Morse	33%	8%	34.3%	12.9%	31.3%	12.3	-1.7	4.3%		
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>As indicated in the chart above for the 2017-2018 school year, Grades 3-5 Assessments in mathematics and ELA showed slight increases in overall student achievement. Opt-outs (3%) did not result in issues with meeting participation rates. The ongoing implementation of the Scholastic Reading Inventory in all grades, the development of 80-120 minutes literature and literacy blocks, the evolution of our Guided Reading Accountable Independent Reading Daily Five activities, and the continuing and consistent use of Eureka Mathematics suggests students are monitored more closely. Teachers have a tighter grasp of ELA and mathematics curricula and specific targeted learning activities are the norm. Each of these initiatives: ELA and Math blocks, the targeted GRAIR approach, and the use of Eureka Math have been well established within the school. The Instructional Support Team (IST) has been continued and student support is continued through this forum. Title I Schoolwide Program Services are utilized in a push-in (during GRAIR blocks)/pull-out model to support small group instruction among students struggling with reading proficiency. ENL teachers are a part of literacy blocks, also pushing in and pulling scholars out for support. The frequency, duration, and intensity of Academic Intervention Services students are eligible to receive is based on the following criteria: NYS ELA and Math Assessments for students in grades 3-5, NWEA MAP Assessments in ELA and Math in grades K-5, Scholastic Reading Inventory in grades K-5, CKLA Unit Assessments in grades K-2, classroom performance and teacher recommendation in grades K-5.</p> <p>The Reading levels of scholars are monitored through the use of the Scholastic Leveled Libraries. Most classroom teachers are effectively assessing the scholars on a four - six week cycle.</p>									

Student Attendance - Please complete the prompts/questions below.			
2018-19	Baseline (%)	2018-19 Target	Year to Date
Average Daily Student Attendance Rate (%)			89.86%
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>For the months of September and October we were able to meet our goal of 97% attendance. During the cold weather months, December - February attendance steadily decreases. Percentage rise can be seen again beginning in March, progressing in April and continuing to rise in May. As a walking district, this may be a direct correlation to the decline in attendance during the winter months.</p> <p>IST Attendance Meetings with parents have been held since October. Approximately 64 attendance letters were sent to parents informing them of their scholar's failure to attend school regularly.</p>		

	During half days and two-hour delays, attendance decreases by approximately 10%.
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.	Student attendance during half days and two hour delays indicates that we must continue to reach out to parents and raise their awareness of how attendance impacts instruction. Parent Meetings are held during weekly IST meetings. Classroom teachers reach out to families encouraging the regular attendance of scholars during weekly phone calls. We have had Parent Meeting specifically targeting attendance including: lateness, early pick up and absences. The school Social Worker has been working very closely with the building principal to maintain close watch of students with chronic absenteeism and lateness. The Social Worker regularly visits homes of students with chronic absenteeism and lateness.

Teacher Attendance - Please complete the prompts/questions below.				
2018-19	Baseline (%)	2018-19 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)			93%	
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>Teacher attendance continues to remain inconsistent. There are approximately three teachers absent on a daily basis. There are no regular substitutes to cover classes, at times leaving scholars without adequate professional coverage.</p> <p>Non-professional staff including but not limited to, recess monitors and health aides' attendance has remained inconsistent.</p> <p>We continue to struggle with adequate coverage for special area (art, music, P.E.) teachers in order to cover the required preparatory periods to meet teachers contractual time allotment.</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>It is imperative we work collaboratively with human resources to ensure proper staffing coverages of teachers and teaching assistants to meet the academic needs of students and diminish behavioral issues.</p> <p>The administrative team will continue to work with human resources to ensure proper staffing with requisite skill sets.</p> <p>The administrative team will continue to work with human resources to ensure teachers provide the appropriate documentation when absent more than two consecutive days.</p>			

Office Discipline Referrals – *Number of Office Discipline Referrals (ODRs)*. The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date.

2018-19	Baseline (#)	2018-19 Target	Year to Date
Office Discipline Referrals (#)			156
Key Questions/Prompts	Analysis / Report Out		
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<p>Last year, we implemented a discipline referral system, which requires teachers to complete a written referral before sending students to the office. Specific behaviors were identified on the referral slip that would be handled by building level administration, whereas all other behaviors would be handled by the classroom teacher. Students are now required to write incident statements to reflect on their behavioral infraction.</p> <p>Additionally, this year, we have received a building security guard and a crisis worker. These two staff members dramatically assist with negative behaviors and crises in the building.</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 will continue to seek the support of our school psychologist, social worker, and IST chair to collect data in order to inform building-level best practices with the focus on providing students with emotional safeguards and strategies to improve behavior.</p> <p>With the implementation of our new Community Engagement Team(CET) we are reviewing the implementation of a building wide PBIS program with a focus on social and emotional well being for all students. We are searching for a program that will build our schools culture and climate, help our staff become more culturally relevant, as well as teach our students coping skills and tolerance.</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	<p>Morse Elementary School's ELT program is held four days per week. All programs provide support to scholars in both ELA and Math. There are additional programs run by CBO's (Community Based Organizations) who provide a variety of engaging activities.</p> <p>The programs offered at Morse School are:</p> <p>Academic Enrichment - Provided by classroom teachers</p> <p>Community Based Organization run the following programs :</p> <ul style="list-style-type: none"> ● The Art Effect ● Project Thunder ● ROCC (Reaching our Children and Community) ● Boys and Girls Club ● Poughkeepsie Farm Project ● Family Services

meeting students' needs?	<ul style="list-style-type: none"> Real Skills
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>A majority of CBO's have an academic component. Building administrators have worked closely with CBO Providers, sharing applicable student data, priority learning standards and indicators of focus for individual students. Providers have also been in contact with classroom teachers to ascertain current units of study and academic tasks that might meet the unit objectives.</p> <p>The ELT program is the same grant structure as the 17/18 school year. Programming for this school year did not begin until January 2, 2019. The Site Supervisors are responsible for evaluating the Academic Enrichment portion of the program while the evaluation of the Community Based Organizations are done by the Program Coordinator.</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.	The necessary adjustment that would most benefit this program would be its early implementation. The classroom teachers and CBO's have an opportunity to target specific populations of students who can benefit from additional academic support. Having missed the first four months of school, we have lost valuable time on task and the ability to move our students closer to proficiency and beyond..

2. PROJECT PLAN IMPLEMENTATION

<u>Key Strategies</u> - 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.)			
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.	Full-time assistant principal/professional development specialist to assist with ELA and mathematics program development		The Assistant Principal has been instrumental in the development, maintenance and expansion of data systems, as well as GRAIR classroom activities utilized here at Morse School. Additionally, the Assistant Principal has been instrumental in the development of the Mid-Year Mock State Assessment which is a catalyst to the improvement of our scholars writing ability and has been considered for adoption by all elementary buildings in the district. Lastly, the Assistant Principal was a catalyst for implementation of 6+1 as well as the professional development that is now being offered to teachers.
2.	Job-embedded coaching for improved teaching and learning		In order to ensure that we effectively deliver the curriculum to the scholars at their instructional level we have continued to provide PD during Faculty Meetings, Grade Level Meetings, Embedded PD Meetings, as well as Collaborative prep meetings.
3.	Transformation Team/Data Team Initiative		Transformation Team/Data Teams meetings continue to be held on a monthly basis. Transformation Team efforts continue to be informed by DTSDE school review recommendation. Action items are derived from each meeting for administrators and teachers to implement and analyze. (Transformation Team has been replaced by the CET Team,

			<i>effective January 2019).</i>
4.	Extended Learning Time (i.e., afterschool and summer programming)		The ELT continues to deliver quality programming; however, data on the impact of ELT directly tied to daily classroom improvements continues to be established and collected. Participation rates and attendance rates continue to report at a high rate providing extended learning time to serve approximately 80 students in grades 1-5.
5.	Data-driven Instruction		With continual upgrades to New York State Learning Standards and New York State ELA and Math Assessments, NWEA MAP Assessment as well as the Scholastic Libraries Assessments continue to be used to identify areas of improvement for all learners. Priority Power standards have been established and are revisited yearly as a means to focus instruction and prioritize content as well as assessment. Reading screeners continue to be utilized to ascertain student skill sets in reading development. 6+1 Writing Professional Development has been added to our strategy bank.

(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.
N/A		

3. BUDGET/FISCAL *

Expenditures	Status (R/Y/G)	Analysis/Report Out 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 plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.
Professional Salaries		All expenditures are identified to be on target.

Support Salaries		Assistant Principal and Transformation Team expenditures are or track at this point. The CET (Community Engagement Team) was identified and held their first meeting (Community Forum) February 11, 2019. We no longer have the two Full Time TA (Teacher Assistants removed from the building in October 2018. A new Guidance Counselor began at Morse School Thursday, February 14, 2019.
Purchased Services		All expenditures are identified to be on target.
Supplies and Materials		At this point we have not fulfilled our purchases via our MWBE goals. We have not yet utilized the supply money.
Travel Expenses		All expenditures are identified to be on target. However, there have been no travel expenses incurred to this point in the year.
Employee Benefits		All expenditures are identified to be on target.

* Supporting fiscal documents should be available upon request.