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	Warring Elementary School	131500010001		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	1-5	N/A	Total enrollment: 373 ELL %:13.4 SWD%: 21.7		
Ms. Julliet Coxum	*If new, attach resume. **July 18, 2018					
District Person Responsible for Program Oversight and Report Validation	**Implementation Status of the School as Rated by the District**	***Brief* Analysis/Report Out of Overall Implementation Status**				
Name and Contact Information	(Red/Yellow/Green)	The implementation status of the Poughkeepsie City School District (PCSD) Transformation Model at Warring Elementary School has been identified as "yellow" as systems continue to evolve and become more defined. The foundational structure of the work that is being done at Warring Elementary School is the district's Mission Literacy Framework (please see attached). The Mission Literacy framework consists of five components: Reading, Writing, Speaking, Listening, and Reasoning. At Warring Elementary School we are addressing the components of this framework in the following ways; *Reading*- Guided Reading to ensure that scholars are able to achieve greater reading proficiency by instructing scholars at their instructional reading level *Writing* - Warring Common Writing initiative. We are in the process of developing a common writing plan for each grade inclusive of scholar friendly rubrics utilized for assessment and goal setting purposes Using the 6 + 1 traits. *Speaking* - A station of the Warring 5 (Computers listening to reading, Reading to self, Read to others, word work writing about reading) is designed for presentation. Additionally				
Dr. Elizabeth Ten Dyke	Yellow					

		we have included as part of the lesson structure opportunities for scholars to present their findings.
		Listening - A station of the Warring 5 (Computers listening to reading, Reading to self, Read to others, word work writing about reading), Computers are utilized for listen to reading RAZ kids, and Writing) is designed for Listening. Additionally we have scholars utilizing computers on Zearn, math. and for ELA, Read Theory, EPIC, and Kids A-Z which fosters their ability to actively listen.
		Additionally we have included as part of the lesson structure opportunities for scholars to present their findings.
		Reasoning - The component of reasoning is interwoven in everything that we do. Our scholars are continually pushed to elevate their reasoning by taking and defending positions which is done verbally via presentations or in written format via our Warring Common Writing plan.
		Curriculum:
		The district needs to adopt a curriculum that is consistent from Pre-K - 6th grade for both ELA and Math. This curriculum should be inclusive of modifications for ELL (English Language Learners) and SWD (Students with Disabilities).
		Currently we are utilizing the following plan:
		● ELA - CKLA (1-2 grade) and Engage NY- Expeditionary Learning Modules (3-5 grade) 60 mins/day, Guided Reading and Warring 5. For a total of 150 mins/day of ELA instruction.
		● Math – For first grade Universal support and for grades 3-5 Go Math Eureka is used as a supplementary for our math Curriculum.
		● Science - Science 21
		Additionally Science and Social Studies are interwoven into the ELA & Math curriculum.
		Please see attached Warring AIS Conceptual Map for further details regarding our academic programing and procedural guides.

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 *with impact*.	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 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 *summarize* 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.).	<table><tr><td>Warring 2017-2018</td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>ELA</td><td>27</td><td>41</td><td>38</td><td>6</td></tr><tr><td>Math</td><td>45</td><td>41</td><td>24</td><td>8</td></tr></table> Grades 3-5 Assessments in ELA and Mathematics for the 2017-2018 school year are shown in the above chart. Based on the Winter MAP assessments that were just conducted, Warring experienced the following growth: 3rd Grade Math - up 4.8% from the Fall Assessment. / 3rd Grade Reading - up 5.4% from the Fall Assessment 4th Grade Math - up 2.3% from the Fall Assessment. / 4th Grade Reading - up 4.0% from the Fall Assessment 5th Grade Math - up 3.4% from the Fall Assessment. / 5th Grade Reading - up 4.0% from the Fall Assessment. Grade 1-2 for ELA use CKLA Data. There are currently 9 different reading groups based on reading proficiency. CKLA Data meetings occur twice a month. As of today, 20 students have moved up to different leveled reading groups based on student performance and growth. Grade 1 for Math have 4 different math groups. As of today, 9 students have moved up to different Math groups based on student performance and growth. Warring will continue to implement the PCSD Mission Literacy plan, with a focus on ELA and Math blocks, the targeted GRAIR approach, Common Writing Assessments with the Professional Development that teachers will be receiving for 6+1 Writing Traits and the use of both Eureka and Go Math.
How do these data/trends suggest the need for specific strategy adjustment or	The Data trends show that the strategies that have been put in place at Warring are working. Warring will continue to implement the following approaches in order to successfully reach proficiency levels.

intervention to ensure targets will be met? Please identify specific school actions to be taken.	1. Grade Level Meetings are occurring weekly to discuss data from various assessments (MAPs, Scholastic, Mid-Year Assessments) 2. Teachers are encouraged to review the learning continuum to identify key standards that need to be retaught or the center of instruction as we approach state testing dates. 3. Students are leveled by their reading levels and receive additional support with small group instruction and in the Extended Learning Time program offered Monday through Thursday after school 4. Ongoing Professional Development for teachers in Social Studies, Science, Math and ELA as they work with Instructional Coaches during their collaborative preps as a Grade Level

Student Attendance - Please complete the prompts/questions below.				
2018-19	Baseline (%)	2018-19 Target	Year to Date	
Average Daily Student Attendance Rate (%)		95	94.72%	

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.).	School: Warring Elementary School Calendar: 18-19 Warring Elementary Attendance Days Avg. Daily 01 94.36% 02 95.77% 03 94.68% 04 94.31% 05 94.72% Total : 94.74% We noticed that there were approximately 22 students that were placed on our building roster at the beginning of the year who moved out of the area. This is not uncommon in smaller, urban districts as families often move from one side of town to another for various reasons. In this case, the 22 students were reported absent until we were able to ascertain that they were registered in another school. This brought down our overall attendance percentage thus far. Even with this initial "false reading," our regular attendance trends indicate that we are on a trajectory to reach our target of 96% student attendance by the end of the school year. Otherwise, we have noticed that this year we have approximately 10% of our student body late to first period daily. A majority of these students are in grades 1 & 2. They rely on their parents for transportation to and from school, as PCSD is a walking district
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify	Our Instructional Support Team (IST) is now up and running. The IST coordinator is working with the building stakeholders and families to improve our attendance. Examples of this are phone calls by teachers and an attendance database with targeted actions along our district protocol regarding attendance of students. Letters are administered after five (5) days, ten (10) days, and 15 days of unexcused absence. Additionally, our monthly newsletter to our families includes a reminder memorandums to families reminding them of our school day start and end times. In this way, we believe that we can keep our families reminded of the importance of being on time and improve the arrival times of our students.

specific school actions to be taken.	We have a system in place here our greeter record all students entering the building after 8:10 a.m. on a daily basis. The greeter utilizes the Late to School Log to maintain an accurate record of the dates, times, and reasons for the student tardiness. The administrator will review the Late to School Log to identify patterns and occurrences. The administrator conduct an analysis of the frequency of student tardiness, the frequency of all incidents of tardiness, the frequency of reasons for tardiness, total time lost from class (student, classroom, grade level, and building-wide), times of arrival, and any other data measure required to improve our responses to tardiness. These data reports will be utilized at monthly grade level meetings, CSE meetings, IST meetings, as well as during embedded PD when discussing student attendance and tardiness as well as the impact of our attendance intervention strategies.

Teacher Attendance - Please complete the prompts/questions below.

2018-19	Baseline (%)	2018-19 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)		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.).	At this time, the State has not established a baseline to identify for the school's indicator. The school has been trending on an average of 1.75 teacher absences per day. The building leadership team has initiated PBIS initiatives to improve the culture and climate and student attendance which in effect will encourage improved teacher attendance to support learning.
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.	The school plans on working industriously with the remainder of the staff to focus on ways to ensure that we are paying close attention to habits of hygiene- being mindful of the communication of germs (viruses, bacteria) by contact, regular hand washing and use of antibacterial sanitizer. In this way, we can attempt to minimize the number of absences. Additionally, we plan to work with human resources to recommend substitutes who have evidenced a high skill set to be provided additional training as a form of investment into their development.

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 (#)			134	

Key Questions/Prompts	Analysis / Report Out
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	We had two (2) Special Education classes in our school building for the 2018-2019 school year. These classrooms are self-contained and provide educational services for students that have multiple-disabilities. We have noted that the majority of the events reported are arising from these two (2) rooms. Additionally, a majority of the events involve students that have been either placed in more restrictive environments or are pending a transfer to a more restrictive environment. These offenders are currently engaged along our continuum of progressive discipline. This continuum includes additional interventions (Tier II) for behavior supports. We will continue will continue to utilize Class Dojo, PBIS, and IST as means of promoting positive behavior in the school in an effort to decrease the amount of Office Discipline Referrals.
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.	Continuing to provide training for our two (2) self-contained classroom staff members will be necessary to improve their efficacy with the students in their classrooms. Additionally, ensuring that the students are in the appropriate setting is important to provide appropriate support for them. We will continue to utilized our progressive discipline model and engaged out support services staff with appropriate interventions and supports.

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?	All elementary schools offer academic enrichment for each grade in the ELT program four day a week. Many of the sessions are for two (2) hours and include both ELA and math support. Days in which the academic sessions are only one (1) hour include another one hour session of cultural enrichment. Nearly all elementary students receive at least two (2) sessions a week of academic enrichment provided by PCSD instructional staff. The balance of the elementary students are enrolled in academic and/or cultural enrichment sessions that are coordinated by our Community Based partners.

For the 2018-19 school year, we currently have a total of 222 enrolled in the afterschool program at Warring Elementary School. The ELT is configured at each grade level with academics and recreation. For our first grade 80 minutes of academics and 40 minutes of recreation. For our second to fifth grades, we provide one hour of academics and one hour with our CBOs for four days of the week, from Monday thru Thursday for two hours per day.

We have six Community Based organizations supporting this year. They are The Poughkeepsie Farm Project, providing education regarding healthy eating behaviors and nutritious food access. Family Services, Boys and Girls Club and Rebuilding Our Child and Community programs provide a two-hour program that offers academic assistance, physical activity, and creative and performing arts activities. REAL Skills, and the Art Effect provides art-based enrichment, life skills, and academic retention and progression support. |

	These programs provide Academic in the form of homework support, social-emotional development supports, and healthy eating habits just to name a few. PCSD academic programs are staffed by PCSD certified professional instructional staff. Community Based Organizations staff their programs with individuals trained in the specific type of activities that they offer. In addition, each site includes a Site Supervisor (a NYSED Certified Building-Level Administrator) and an ELT Teaching Assistant. . This supports a seamless transition from the regular school day to the extended day program to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students' needs. Our first-grade students are primarily grouped by their abilities based on several progress monitoring data sources. Our Community-based programs coordinators are asked to submit a lesson plan each week.
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.	The school is currently in its planning phase of this assessment due to the late start of the ELT this school year. The ELT program started on January 2nd, 2019 which is a very late start to the program. As a result, many parents sought out other afterschool programs to meet their needs. The school attends district-wide ELT meetings to communicate with all CBO staff members and collaboratively assess current programming as well as plan based upon data sets. During this time, the school will have opportunities to collaboratively align suggested programming to the CCLS.
What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.	Once the assessments have been created and administered, the data sets that are derived will provide the school with vital, relevant information which can then be used to establish a strategic action plan focused on areas of need. For example, if attendance is an issue based upon the data provided from daily counts, a system will be created to interview the student, contact and interview the family of the student, and determine the cause for the attendance issue. Once the cause is established, an action plan specific to the cause would be created utilizing research-based interventions to target the attendance issue.

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. Focused Instructional Learning Walk (FILWs)	Green	Principal / AP to complete 2 FILWs daily. FILWs are utilized to electronically to create an expeditious report to teachers that principals can follow-up with coaching, if necessary. The electronic feedback provides teacher responses that guide staff meetings to discuss professional development needs. Monitoring teacher professional development allows for feedback around specific strategies geared to effectively deliver content.
2. Transformation Team / Data Team Initiative	Green	Transformation Team / Data Team meetings continue to be held on a monthly basis. Topics and direction continue to be informed by the DTSDE school review recommendation. Action items are derived from each meeting for administrators and teachers to implement and analyze.

3.	Extended Learning Time (Afterschool Programming)	Yellow	ELT continues to deliver quality programming. Participation rates and attendance rates continue to report at a high rate providing extended learning time to students in grades 1-5. However, the collection of data on the impact of the ELT program has not been established or collected as of yet
4.	Data-Driven Instruction	Green	Data in Scholastic Reading Levels, RIT scores, and CKLA Progress Monitoring continues to be used to identify areas of improvements for all learners. Reading screeners continue to be utilized to ascertain student skill sets in reading development.
5.	Job-embedded coaching for improved teaching and learning	Yellow	Use of Instructional coaches during collaborative prep periods and the development of curriculum to improve content knowledge.

(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.

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	Green	All expenditures in approved 2018-19 budget are on target. Measurable impact include: consistently delivered PD, increased academic rigor and relevance in the classroom FILWs, and increased family involvement.

Support Salaries	Yellow	*Expenditures are on course as for the AP, Transformation Teams, 1 TA FT, 1TA PT, and the Data Stuyvesant * We have a part time the Social Worker in place. *We have not complied with our MWBE goals because we have not used the supplies money yet. All expenditures in approved 2018-19 budget are on target. Measurable impact include: increased academic performance due to implementation of teaching assistants and additional extended learning time opportunities All expenditures in approved 2018-19 budget are on target. Measurable impact include: increased academic performance due to implementation of teaching assistants and additional extended learning time opportunities.
Purchased Services	Green	All expenditures in approved 2018-19 budget are on target. Measurable impact include: increase in participation of stakeholder surveys to inform improvement plans and changes in collaborative preparation times supported by building leadership leading to increased student performance.
Supplies and Materials	Green	All expenditures in approved 2018-19 budget are on target. Measurable impact include: improvements in classroom leveled library books for students, enhancements in extending learning time opportunities, and support in administrative leadership capacity with specific book studies.
Travel Expenses	Yellow	All expenditures in approved 2018-19 budget are expected to be on target; however, the dollar allocated for field trips has not been expended to date due to field trips being covered through other community funds/donations.
Employee Benefits	Green	All expenditures in approved 2018-19 budget are on target. Measurable impact include: increased academic performance due to implementation of teaching assistants and additional extended learning time opportunities.

* Supporting fiscal documents should be available upon request.