1003(g) School Improvement Grant (SIG) 2017-18
Performance Management – _Mid-Year Report_
September 1, 2017 –January 31, 2018
(Non-Receivership Schools Only)

Name of School District	Name of school	School BEDS Code	SIG Model/Cohort		
City School District of Albany	Philip J. Schuyler Achievement Academy	010100010043	SIG:	Model: Transformation	Cohort: 4
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment	
Name	Date of Appointment	Prek-5		Total enrollment: 356 ELL %: 15 SWD%: 20	
Kendra Chaires-Francis	*If new, attach resume. July 1, 2017				
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)	As was mentioned in our initial report, Philip Schuyler Achievement Academy has identified the following improvement efforts in our continuation plan: 1. Building the capacity of instructional staff. 2. Engaging in data driven practices. 3. Enlisting the support of parents and community members.			
Cecily Wilson-Turner, Assistant Superintendent Michele Bridgewater, District Improvement Director		**Building the Capacity of Instructional Staff:** PSAA partnered with the Center for Educational Leadership (CEL) to provide K-5 faculty professional development in the area of ELA and Math. To date, K-5 staff have participated in 2 ELA and 1 Math session. The 2017- 18 PSAA ELA Studio work is focused on writing instruction. In session one, faculty learned the qualities of narrative writing. They were provided the opportunity to review mentor texts as well as student work in an effort to create a progression of development for narrative writing. The CEL staff developer modeled lessons in classrooms and supported teachers with planning instruction for this particular genre of writing.			

In the second session, faculty explored informational writing. Participants reviewed on-demand assessments and the Teachers College Reading and Writing Project learning progressions to gain a better understanding of the curriculum and grade level benchmark standards.   The staff developer also modeled for staff how to use on-demand data to set individualized student goals. The staff developer also modeled lessons with students in primary and intermediate classrooms.

Instructional walkthroughs revealed that staff are consistently teaching writing. They are using the workshop model which consists on mini-lessons, small group instruction and individual student conferences.

In Math, our CEL staff developer provided participants an overview about how students learn math. Participants learned about constructivism as well as the sociocultural theories. In addition, staff learned about, and had the opportunity to, see and plan a 3 act task lesson. Staff were charged with using this structure to deliver math instruction with their students. Instructional walkthroughs revealed that staff have attempted 3 Act task lessons in their classrooms. Staff feedback revealed that students have responded favorably to this model.

Engagement in Data Driven Practices
PSAA uses the data team model to regularly conduct data cycles in ELA or Math. Most grade levels have conducted two or more cycles. The data from these cycles has reviewed that grade levels are meeting the Smart goals set at the beginning of each cycle.

In the fall, we met to conduct Tier 1 meetings in ELA. The meetings were designed to create action plans to respond to data. The plans included the review of student data, targeted instructional strategies, and flexible groupings. The second round of Tier 1 meetings will be held in February.

We continue to review behavioral data (i.e. point sheets) daily to monitor students who are not meeting the building expectation for daily points. In addition, meetings are held daily to monitor the progress of students who require a great level of intervention and support. Beginning in February, our assistant principal will create and distribute monthly behavior data reports.

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Enlisting the Support of Parents and the Community:

Our goal this fall was to make 100% contact with all of our families during the first marking period. While we only successfully achieved this goal in three of our classrooms, all but two, had a 70% or higher contact rate.

As was mentioned in our initial report, the community school model has been selected as our school reform model. A Community Site Coordinator was hired in November. Since his hire, our CSSC inventoried our current resources, assembled an advisory team, created an analysis of academic and behavioral data and conducted Focus groups as part of our initial needs assessment. PSAA recently applied and was awarded a community schools grant that will be used to make capital improvements to the building. Renovations will be made to the 4th floor to create a space for parents and community members.

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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 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 *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.).	PSAA continuation plan indicators are all aligned to NWEA data. The 2017-18 indicators and progress are as follows: 3-8 ELA NWEA projection 2 and above: 24.31% (Target 32%) 3-8 Math NWEA projection 2 and above: 28.87 (Target 40%) 3-8 ELA MGP (SGP) Projection: 38.89% (Target 45.32%) 3-8 Math MGP (SGP) Projection: 35.21% (Target 39.99%) ELA Student Growth Percentile (All): 34.70% (Target 50.70%) Math Student Growth Percentile (All): 38.91% (Target 46.80%) 3-8 Math (Projection) Black Students Level 2 and Above: 15% (Target 37%) 3-8 Math (Projection) ED Level 2 and Above: 12.5% (Target 39%) A review of the SGP cohort data from Winter 2016- Winter 2018 revealed that at the primary level, scores have remained relatively flat in ELA. As students progressed from Kindergarten to grade 2, percentile ranks increased or decreased by one or two points. There was a significant drop in scores at grade 2 in winter of 2017 in ELA. In the area of math, grades 1 and 3 seem to have made significant gains with students. As was the case in ELA, there was a significant decline in scores at grade 2 in winter of 2017. One grade level that has contently shown gains in ELA and Math was grade 3. NWEA Winter Student Median Conditional Growth Percentile results are as follows: Math- Kindergarten -32, grade 1- 52, grade 2- 42, grade 3-41, grade 4-28, grade 5- 50 ELA-Kindergarten- 31, grade 1- 36, grade 2-47, grade 3-42, grade 4-42, grade 5- 32 Scores indicate an improvement at kindergarten, grade 2 and grade 4 in math, while kindergarten and grade 2 reflect growth in ELA from winter of 2017 to winter of 2018.
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.	2017- 18 date trends are concerning, as we do not on track to meet our indicators. There are a lot of factors that have impacted these outcomes. The factor that has had the biggest impact on data has been the transition in staff. For example, this current school year there is a newly assigned teacher at each grade level (K-5) and two new administrators in the building. The transiency of PSAA staff has been a factor for the past five years or more. In an effort to remedy this matter, the strategies to address these data trends are as follows: 1. Continue to use our CEL and building level coaches to build the capacity of instructional staff. 2. Continue to use walkthroughs to provide staff feedback on implementation of instructional strategies. 3. Ensure consistency of staff placements. 4. Continue to allow for opportunities for staff to meet regularly to review student data and share instructional practices that meet the different needs of all students 5. Continue to use ELA and Math Coaches to provide professional development and support on the implementation of the new curriculum resources for both ELA and Math.

Student Attendance - Please complete the prompts/questions below.				
2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Student Attendance Rate (%)	93%	**95%**	93.49%	

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.).	Recent review of attendance data revealed the following attendance trends at each grade level: PK: 91.55% K: 94.64% 1: 93.37% 2: 95.10% 3: 93.55% 4: 94.75% 5: 94.82% Overall attendance rates: September (95.53%) October (93.61%) November (94.34%) December (92.41%) January (91.82%) February (93.49%) Data reveals that we are not on track to meet our goal of 95% attendance for the current school year. We are most concerned with our compulsory students. At grade 1, we have three to five students who are driving this data. These students have more than 20 absences this school year. At PSAA, absences are generally attributed to trips out of the country, chronic illnesses, displacement, and transportation. PSAA is considered a neighborhood school and most students reside within walking distance. The district policy requires that student reside 1.5 or more miles from school in order to receive transportation. This policy excludes many students within our catchment. During the winter months, this has had a negative impact on attendance. Especially students who are too small to walk to school alone. This may explain why our 5th graders have the highest attendance rates in the building. In previous years, PSAA staff have followed an attendance policy and protocols that was effective with monitoring and preventing chronic absenteeism. Moving forward, we will adjust our policies to ensure we are more in alignment with what we have done in previous years because these steps led to better outcomes.
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.	At PSAA, we have an attendance committee that meets once a month to review student data. Data reveals that students who are frequently absent are not caught and interventions are not provided in a timely fashion. In February, we will revise our attendance policies and procedures to ensure we see an improvement in this area. Revisions to the attendance policy will require that the attendance team meet weekly. Home visits will be made to all students missing 3-5 consecutive days. Students who have been flagged as attendance concerns will be placed on a priority call list Incentives will be provided to students, classes, and caregivers to incentivize regular attendance. Our Community School Site Coordinator will use our Needs Assessment Data to determine what, if any, supports families need to reduce barriers to regular attendance.

Teacher Attendance - Please complete the prompts/questions below.				
2017-18	Baseline (%)	2017-18 Target	Year to Date	
Average Daily Teacher Attendance Rate (%)	95.62%	**98%** **(Receivership target)**	98%	

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.).	Trend data is in line with expectations, as the target for the school year is 98%.
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 data does not suggest that any interventions are needed.

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 (#)	526	200	496	

Key Questions/Prompts	Analysis / Report Out
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	The average number of discipline referrals per day peaked in November at 7.53, and has decreased across December and January to 4.39.

The top discipline referrals are for fighting: physical aggression with another student (230), with non-compliance (51), intentional physical contact with school personnel (41), and classroom disruption (58) much further behind.

124 out of the total 496 office managed referrals are considered to be classroom managed incidents by the district wide behavior flow chart.

The only day of the week with significantly fewer discipline referrals is Friday, with 77 total compared to a range of 115-124 for other days. There is a small spike in referrals around 10am (77), and then a larger spike between 12-2pm (295). 2nd (114), 3rd (126), and 5th (125) grade see the highest number of referrals, with variations month to month. There are more than twice the number of referrals for male students compared to female students (401 vs. 157).

The top location for referrals is the classroom and classroom/learning space (261), with hallways (84), the gymnasium (44), cafeteria (36), playground (43), and music room (36) with smaller but significant numbers of incidents. 208 of a total of 496 office managed referrals have been committed by the top ten students, one of whom no longer attends the school. 18 students have been suspended out of school, although 4 of though students no longer attend the school. |

	The top staff referrals come from the Assistant Principal, a 5th grade teacher, two 3rd grade co-teachers, the music teacher, and the physical education teacher, for a total of 279 referrals.
	The top 5 preventative strategies being employed include: prompting (210), proximity/active control (209), time away (186), give choice (178), and alternative seating (124).
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.	Given the large number of discipline referrals, including those that are considered "classroom managed" by the district flowchart, it will be important to review and communicate to staff expectations around when and how to enter a discipline referral in the VADIR system, and expectations around the district wide flowchart for student behavior. Currently, many teachers are entering discipline referrals for incidents that are considered classroom managed by the district wide behavior flow chart. When a student is sent out for a "break" that incident is often entered into the vadir system when it does not need to be, as is classroom distraction and noncompliance. To date, any incident entered has been coded using the code of conduct descriptions, even when they are not technically office managed.

Our PBIS and/or tier 2/3 behavior support team should review fighting: physical aggression with another student to review times and places this particular behavior infraction is likely to occur. Once the team reviews the data, specific interventions will be determined along with a target number for reduction in these incidents.

Create a tier 1 intervention process to determine classrooms in need of additional support with a flowchart around % of students falling below PBIS points, number of office managed referrals, observations, and teacher request.

Create a tier 2/3 protocol for the creation, progress monitoring, and revision of student BSPs, ICMPs, FBA/BIPs, and other tier 2/3 interventions and supports in order to close the feedback loop when the data shows that student behaviors persist even with the presence of interventions. This work will involve designating specific staff members as the "lead" on specific students to ensure that plans are being regularly monitored and updated.

Continue to revise the "golden spatula" program in the cafeteria to improve lunch time behaviors and reduce the number of incidents taking place during and immediately following lunch. Specifically work on strategies for "indoor recess," and helping students to internalize the cafeteria expectations connected to the PBIS matrix. |

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	ELT is available Monday through Friday, immediately after school until 615p. The Boys and Girls Club (BGC) hosts approximately 80 students for 15 hours per week and the YMCA hosts 40 students for 10 hours per week. The BGC has a strong emphasis on homework help, tutoring done by current SAA school teachers, and an education liaison utilized to bridge the school curriculum with afterschool

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?	resources. The YMCA offers Kids Lit, a reading program where kids read and answer questions for 30-35 minutes each day. They offer Junior Achievement Math which teaches math with banking, subtraction, and addition twice per week for 30-35 minutes. Both programs are staffed with employees through the individual organizations. The education liaison, Laurie Ellis, ensures that the bridge between the school day learning and afterschool reinforcement are rigorous and align to the CCLS. The community school coordinator along with the building principal ensure that the ELT is used efficiently and effectively by both afterschool programs. Our current ELT enrollment numbers are: YMCA: 35 Boys and Girls Club:83
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.	Impact of the ELT is measured by the NWEA student conditional growth percentile. Total Participants = **83** (inc. 73 valid NWEA RDG scores). Total NWEA Samples = 264 RDG; 258 MATH *Among RDG Sample:* 		CCLC (N=73)	No CCLC (N=191)	Total (N=264)
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Female*	28 (38%)	92 (48%)	120 (45%)
SpEd*	16 (22%)	43 (23%)	59 (22%)
ENL*	10 (14%)	32 (17%)	42 (16%) | **These differences were not statistically significant.* *Participants by Grade*: | PK	K	1	2	3	4	5
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8	8	13	21	15	12	6 | *Participants by Ethnicity:* | A	B/AA	H/L	W	Mult.
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2	46	16	5	14	 *Group Comparison by Winter 2018 NWEA Percentile Score and Fall to Winter CGP* 		CCLC	No CCLC	Total
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Percentile RDG	28	26	27
F to WCGP RDG	39	42	42	

Percentile MATH	32	26	28
F to WCGP MATH	45	43	43

Controlling for gender, ethnicity, SpEd status, and ENL status, participation in CCLC was not a significant factor in predicting Fall to Winter growth rate in either Reading or Math. For Reading, gender and SpEd status were significant factors, with growth rates lower among students in SpEd and among females. For Math, only gender was significant, again favoring males, who showed CGPs about 10 points higher compared to females in both Reading and Math.
Groups do not differ meaningfully by the aggregate At-Risk score.

What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken.	At this point in the school year, we are nearly fully enrolled in both of our programs. Though we have an educational liaison, our academic component has not been as robust as we would like. The reasons being limited tutors and late orders of academic materials. We will expand our tutoring search by recruiting staff both within and outside the building. During the spring, we will partner with SUNY to offer a reading program for 14 of our Kindergarten and grade 1. The SUNY teachers will use the ISA approach to provide support to students who are struggling to meet grade level expectations in reading.

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. Parsons		At PSAA our Parsons staff offer social-emotional support in the form of individual and group counseling. Our social worker provides individual counseling to PSAA students . Our Parson's behavior specialist offers SAIG groups to students who are generating high numbers of discipline referrals. She also partners with our building level behavior specialist to provide class-wide SAIG groups through the PATHS program for all classes whose data does not reflect that 80% of students earning their points. Our 2017-18 numbers are as follows: Total enrollment: 41 Individual Counseling: 22 (plus four pending referrals) SAIG groups: 13 Lunch groups (w/ Mrs. Smith): 11 In terms of impact, 6 out of the 8 students(75%) driving our discipline data are registered with and receive Parsons support. This does not mean that supports are not useful, as some of these students had accumulated a significant amount of referrals prior to receiving Parsons support.
2. Community School Model		PJSAA is currently transitioning into a community school and has begun the process of identifying key needs and priorities amongst our building families, students, and staff members. In an effort to increase parent awareness of the community school model and implementation, our Community School Site Coordinator, Mr. Michael Poindexter has

			included an entry in each building wide newsletter since November 2017. He has also attended important parent engagement opportunities such as the two "Donuts with the Principal" events and our November Harvest Festival where he was able to address all in attendance about Community Schools. Additionally, understanding that social media is very prevalent in our society, he has created social media platforms on Facebook, Twitter, and Instagram in an effort to increase communication methods with our parents, caregivers, and community stakeholders. Partnerships with our current community organizations have been strengthened and new partnerships with community organizations have been created, specifically to foster student achievement and community development. Our first school co-ed basketball team had their basketball jerseys and the printing donated from a community partnership established by Mr. Poindexter, who also volunteered to coach the team. The Children's Aid Society visited our building and at our request, they conducted seven focus groups centered on teachers, staff members, ENL students, after-school participants, building administration, and parents. Specifically, 20 households were represented at the Parent Focus group which offered a flexible time frame and dinner for participants. Partnerships with Trinity Alliance and our district Parent University afforded the opportunity for a very well attended 2 hour class focused on workforce development and student literacy, of which 30 parents attended and dinner was offered. Lastly, our building is undergoing some renovations to our 4th floor. These renovations will offer a designated space for parent/community engagement for workshops, skill building, and a space for our parents to feel welcome.
3.	Extended Day Program		See above
4.			
5.			

(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 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.

Most expenditures are in alignment with the budget and timeline established for 2017-2018 school year.

To date we have used funds to cover salaries for our Literacy and Math Coaches. Coaches support Studio classroom work, curriculum implementation, delivering professional development, and conducting coaching cycles with our instructional staff.

PSAA continues to partner with the Center for Educational Leadership to offer studio model professional development in the area of ELA and Math. Walkthrough data revealed that teachers are integrating strategies learned into their regular instructional practice.

The following resources were purchased and have been used to target skills during the school day as well as our extended day program: IXL, CEL, Reading A to Z.

In the spring our Math Literacy Coach will be conducting a book study with our instructional staff around math talks. The following titles were purchased for our instructional staff: *Making Number Talks Matter and Number Talks.* In February, our math coach will kick-off the book study at our monthly administrator professional development.   At the session. Ms. Ellis will model number talk and provide staff the opportunity to the try on the strategy.

There will be a budget request for an amendment following the completion of the District-led DTSDE review scheduled for the first week in March. This amendment will result from two district decisions. The first is that the district chose to pay for the I-Read K-2 (purchase services) and the Trauma-informed Care training (purchased services with BOCES) using other funding sources. The BLT and CET teams will review the outcomes from the review and the Community Schools Needs assessment to identify strategic ways to reallocate the above funds, which approximate $8,700.

* Supporting fiscal documents should be available upon request.