

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Philip J. Schuyler Achievement Academy	010100010043	City School District of Albany		SIG Cohort 4
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Kimberly Wilkins	John B. Murphy	Cecily Wilson-Turner, Assistant Superintendent for Instruction Michele Bridgewater, School Improvement Director	PreK-5	281



Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

In its first year of a two-year Receivership, Schuyler Achievement Academy continues to focus its energy, fiscal resources and strategic planning to meet the demands of an academically challenging population and a system of assessment that targets scores over growth. Administrators, teachers, staff members, parents, and community representatives are working together to ensure that the plan which they collaboratively developed, will ensure the academic growth/success of all SAA's students on or before the 2017 target date. The Turnaround Principal, Director of School Improvement, and the Community Engagement Team, have ensured that the school goals and indicators have been discussed by a wide-variety of stakeholder teams. Feedback has been sought and is welcomed on an on-going basis. The Building Leadership Team meets continuously and monitors the Continuation Plan's targets of improvement. Teachers have engaged in an extensive plan of professional development which has included the Studio Literacy/Math Classroom Model, teacher self-identified need, and Coaching Cycles which support the development of curriculum capacity and pedagogical expertise. Due to a Memorandum of Agreement between the Albany City School District and the Albany Public School Teachers' Association, lesson plans are submitted on a regular basis for administrative review and feedback. In addition to the APPR evaluation process, an Informal Walkthrough Tool has been developed that extends the opportunity for administrative feedback to the educator. Alignment to the Common Core Learning Standards is supported by Grade Level Common Planning Sessions which under the direction of the academic coaches, empowers the teachers to develop Common Formative Assessments, differentiated lesson plans, and opportunities to mine group/individual student academic data. AIMSweb benchmarking, NWEA testing and teacher generated formative/summative assessments are used to inform decision making, RtI referrals and subsequent plans of group and student-specific support, individual student data folders and goals identification, and an overall greater sense of student ownership of their academic growth/success. Communication continues to be at a high level between the school, parents and community. To that end, SAA has instituted a NEWSLETTER whose issues have dealt with school news, student recognition/accomplishments, challenges, and expectations, etc. A school-wide effort has been enacted to improve attendance. Engagement of the district attendance officer, facilitation of the two building-based attendance committees, Home-School Coordinator, Director of School Improvement, counseling/support team, and nurse are defining process and effort. The principal reviewed all mid-term reports cards and addressed specific student attendance issues via letters home, with mandatory parent meetings to follow. Students with perfect attendance and improved attendance have been celebrated as were their parents. Teachers enjoy a high level of parent communication with many offering their personal phone numbers so that parents may partner with them to positively impact the academic, behavioral and social-emotional needs of the children. PBIS continues to define the behavioral character of the school, with RtI expanding beyond the academic to also include student behaviors in its matrix of support. Indicator alignment to DTSDE has fostered a new level of PD, which will impact classroom instruction, NYS assessment preparation, and overall teacher capacity.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress		NA	Make progress	Baseline and targets have not been established by SED. Based on the 2013-2014 state assessment results, we did not meet AYP in ELA in the following areas: All Students: PI=29, Black Students: PI=29 and Economically Disadvantaged: PI=26. In Math we did not meet make AYP in the following areas: All Students: PI=39, Black Students: PI=33 and Economically Disadvantaged: PI=39. The Winter NWEA benchmarks for Reading and Math have been completed. NWEA provides projections for performance on the NYS assessments. The projections are for the All Students category: 5% of students are projected to achieve proficiency in ELA and 12.5% of students are projected to achieve in Math. The projection has remained the same since the fall of 2015 in ELA and has increased by 3.8% in Math.
3-8 ELA All Students Level 2 and Above		26%	27%	The Winter NWEA benchmark for Reading has been completed. NWEA provides projections based on the NYS assessment. At this time, 32% of students are projected to achieve a level 2 and above on the NYS ELA assessment, which is a gain of 2.4% from the Fall of 2015.
3-8 Math All Students Level 2 and Above		34%	35%	The Winter NWEA benchmark for Math has been completed. NWEA provides projections based on the NYS assessment. At this time, 37.5% of students are projected to achieve a level 2 and above on the NYS Math assessment, which is an increase of .1% from the Fall of 2015.
3-8 ELA All Students MGP		39.32	40.32	In using the average growth percentile provided by NWEA, which approximates the MGP for the state assessment, the winter growth for ELA is 48 . We are on pace to achieve our target for the 2015-2016 school year.
3-8 Math All Students MGP		33.99	34.99	In using the average growth percentile provided by NWEA, which approximates the MGP for the state assessment, the winter growth for Math is 49 . We are on pace to achieve our target for the 2015-2016 school year.
NWEA ELA All Students		46.8%	47.8%	This local indicator focuses on students who are tracked to achieve a full year of growth, based on the NWEA benchmarks. This measure looks for three levels of NWEA growth over the course of a year. As of this reporting period, 54.4% of students have moved 2 or more levels and are on track to achieve a full year of growth in Reading. This is an increase of 22.2% from the Fall of 2015.
NWEA Math All Students		50.7%	51.7%	This local indicator focuses on students who are tracked to achieve a full year of growth, based on the NWEA benchmarks. This measure looks for three levels of NWEA growth over the course of a



			year. As of this reporting period, 49.3% of students have moved 2 or more levels and are on track to achieve a full year of growth in Math. This is an increase of 24.8% from the Fall of 2015.
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LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator		Status (R/Y/G)	Baseline	Target	Analysis / Report Out		
Teacher Practices and Decisions (DTSDE Tenet 4)			Developing	Developing	Negotiations have been completed between the district and the teacher’s association that will enable change and facilitate the submission of lesson plans for administrative review. Feedback is provided to teachers that aligns with the DTSDE planning rubric. In addition, teachers are participating in peer review cycles and coaching cycles with the ELA and Math Coaches to continue to enhance their instructional practices based on student data.		
3-8 Math Black Students Level 2 and above			31%	32%	The Winter NWEA benchmark for Math has been completed. NWEA provides projections based on the NYS assessment. At this time, 27.8% of Black students are projected to achieve a level 2 and above on the NYS Math assessment. This is an increase of 18.3% from the Fall of 2015.		
3-8 Math ED Students Level 2 and Above			33%	34%	The Winter NWEA benchmark for Math has been completed. NWEA provides projections based on the NYS assessment. At this time, 44.9% of economically Disadvantage students are projected to achieve a level 2 and above on the NYS Math assessment. This is an increase of 2.4% from the Fall of 2015.		
Chronic Absenteeism					The baseline for chronic absenteeism is to be established this school year. As of February 5, 2016, 156 students have been absent 4 days or more (5% of the days school has been in session) and are at-risk of being identified as chronically absent. Fifty-five percent of the students have missed 8 days or more (10% of the days school has been in session). Seven students already meet the criteria for chronically absent because they have missed 18 or more days. No course corrections are planned at this time as the school is awaiting feedback from SED regarding the Chronic Absenteeism plan submitted on January 30, 2016. We are in the initial phase of organizing systems and tools to support the implementation of the plan.		
Teacher Attendance			94%	95%	The teacher attendance rate is 95.4%. We are at our target as of this reporting period.		
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.



Part II – Key Strategies

Key Strategies

As applicable, 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 instrumental in meeting projected school improvement outcomes.

List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Convene Building Leadership/School Improvement Team (BLT/SIT) monthly		<p>The Building Leadership team continues to meet 3x per month to monitor the progress of our school improvement efforts. Agendas and meeting minutes are shared with the entire staff after each meeting. Meetings focus on discussions regarding the indicators, data and opportunities to strengthen the implementation of our improvement practices.</p> <p>In addition, the school's administrators maintain communication with District Directors and Supervisors (i.e. Special Education, ENL Director, Elementary Curriculum Supervisor, and Director of Pupil Personnel Services) to ensure alignment between the district and the school.</p>
2.	Provide ongoing monthly professional development (Studio Classroom Model)		<p>The Studio Model continues to be implemented this school year. Professional Consultants provide embedded training. Teachers who participate in the training have an opportunity to watch a colleague implement an aspect of the training. The training in ELA and Math is aligned to the research- based practices in the delivery of Reading and Math with all of the rigor required by the Common Core Learning Standards. As of this date, K-2 teachers have received 3 full days of training in Literacy and 1 day of Math. Teachers in grades 3-5 have received 4 days in Literacy. The ELA and Math Coach participate in all trainings and provide ongoing follow-up support to teachers to ensure implementation.</p> <p>Since the last reporting period, only ELA sessions have occurred. On November 30 and December 14 for grades K-2, teachers studied guided reading strategies, specifically for early readers, through professional reading and video. Our kindergarten teacher co-planned a lesson with the ELA Coach and staff developer</p>



			<p>and then demonstrated the lesson with a first grade guided reading group. The staff developer also modeled conferring in the first grade classroom. Teachers also drafted a continuum of skills for making connections.</p> <p>Studio sessions for grades 3-5 were held on January 11-12. They focused on the skills of inference and interpretation. The staff developer modeled lessons in both the third and fifth grade classrooms. Our fifth grade teacher co-planned a mini-lesson with the ELA Coach and the staff developer and then taught the lesson while her colleagues observed. Teachers also studied how to support students through guided reading using what they know about deepening and strengthening comprehension. Time was spent reading professional text, viewing videos, and debriefing our learning.</p>
3.	Implement ELA and Math curricula aligned to the CCLS and reflective of NYS ELA and Math modules		<p>All curricula used for instruction is aligned to their common core standards. The district has engaged in curriculum development over the last few years and teachers use the modules in grades 3-5 for ELA and Math. A great deal of support is provided to teachers by our ELA and Math Coaches. In addition to engaging in coaching cycles with every teacher (last year the cycles were optional), coaches provide a variety of supports to individual teachers and teacher teams. These supports include: modeling lessons, collaborative planning, resource identification and development, review of student work and providing targeted feedback based on teacher need and teacher request.</p> <p>The ELA coach holds Tier 1 meetings with each teacher, including the reading teacher associated with the grade level, to review the progress of students in their class. The focus of these meetings is to identify areas of strength and opportunities for improvement based on student data. The review of student data involves discussions regarding interventions, regrouping of students and reallocation of resources.</p> <p>All support is focused on meeting the instructional rigor of the Common Core Learning Standards.</p> <p>The District is currently reviewing core reading programs with the intent of adopting a K-2 program for the 2016-2017 school year. The district is also</p>



			reviewing core mathematical programs with the intent of adopting a 3-5 program for the 2016-2017 school year.
4.	Extended Day program Alignment with School Day		<p>The Boys' and Girls' Club and YMCA after-school programs both offer homework time/support for the students. A great effort has been made in winter 2016 to create a flow of communication between the classroom teachers and the after school support providers. To that end, updated enrollment lists are distributed to teachers with means of communicating assignments, updates and pertinent information to the after-care providers. A team effort is being established to ensure that students acquire the habit of satisfactorily completing homework assignments on a daily basis.</p> <p>The Boys and Girls Club continues to receive support on an as-needed basis from the Math Coach who earlier in the year provided professional development and support in planning enrichment math lessons aligned to the Common Core Learning Standards.</p> <p>In addition, SAA teachers provide tutoring to students during the extended day.</p>
5.	Strengthen Family and Community Engagement		<p>A Newsletter has been added to the school's system of communication with families and the community. The first edition dealt w/ all that had been satisfactorily completed during the first semester of the school year. The next edition will deal with all that will be accomplished during the 3rd marking period. To that end, parents will be advised of their role in our partnered effort to positively impact the academic growth and social-emotional development of their child. Additionally, student recognition events have been successfully arranged in conjunction w/ parent events in an effort to improve parent/family attendance. The school has successfully utilized translation services to allow greater communication with the ENL parent body, and will soon be the first school in the district with multiple language options in its answering system. Sign-in sheets at parent events represent a significant increase of parent participation at school events, and all parents receive thank you notes from the school (and sometimes their children) for their attendance.</p>



			<p>Additional efforts to keep parents informed include regularly updating the school website and the creation of a scrolling informational monitor located in the main lobby.</p> <p>Teachers and staff maintain ongoing communication with families through the use of cell phones, text messages, emails and parents are invited to participate not only in school celebrations (i.e. PBIS Tier 2 Graduation, Perfect Attendance breakfast, etc.) but also, in-class regular instruction and the PBIS Reteaches that occur for students who did not meet their behavior goals.</p> <p>PTA leadership serves as members of the Community Engagement Team and are actively involved in all school-family events.</p> <p>The Home School Coordinator provides a significant degree of support to our students and families. Many of the families have access to her cell phone and use it regularly. She serves as a link between the school and community resources and families view her as a trusted resource within the building.</p>
6.	Rtl for Behavior		<p>Rtl (a) for academic issues has successfully existed at the school for a number of years. For the 2015-16 school year, an effort has been made to add an Rtl (b) to the school's structure of Tier II and III student accountability and support. To that end, the School District has provided the Rtl Team with Professional Development from the District Rtl Coordinator and District PBIS Coordinator. The embedded PD empowered educators to link the school's successful PBIS program to the practical mechanics of the Rtl's anecdotal and data-based system of student monitoring. This ensures that the link between academic challenges and behavioral concerns are both dealt with as part of a whole-child approach to scaffolding and accountability.</p> <p>There has been a significant reduction in negative behaviors as a result of the implementation of our behavior continuum. Students have begun to internalize the Positive Behavioral Support model and are well aware of the rewards and consequences associated with school behavior.</p> <p>This data is completed three times per year to assist with Tier 1 fidelity checks</p>



Part III – Community Engagement Team and Receivership Powers

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.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
				<p>A new Tier 2 strategy is being implemented along with the Check In Check Out model. Social Academic Instructional Groups have been reintroduced and expanded (SAIG) which teaches students whose data indicate that they need additional strategies to support in an identified skill area (i.e. focus, anxiety, social skills, self-regulation). Implementation of the Student Risk Screening Scale: Internalizing/Externalizing provides data that enables staff to identify the social-emotional needs of students who are, or are at-risk of becoming, a Tier 2 or Tier 3 student in need of support. This data, collected three times per year, is also used for identifying students who need to participate in SAIG.</p> <p>In Tier 1 of the PBIS model, a pilot group of 8 teachers has begun. These teachers are collecting behavioral data daily as opposed to weekly. The focus of this change is to be able to identify earlier those students who are in of additional social-emotional supports.</p>

Status (R/Y/G)		Analysis / Report Out
		<p>Community Engagement Team (CET)</p> <p>Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.</p> <p>The Community Engagement Team met on two occasions prior to September 30. The first meeting focused on understanding their role, reviewing the SIG Continuation Plan, reviewing the Community Engagement Plan and making recommendations. The second meeting focused on a discussion of the indicators, reviewing the team's recommendations and completing the Community Engagement Plan.</p> <p>The CET recommendations were posted on the school's website and shared with parents at our Back to School night and parents were provided an opportunity to ask questions and provide written or oral feedback. The CET recommendations were also shared with the Building Leadership Team which had an opportunity to provide feedback as well.</p>



A draft of the first quarterly report was emailed to members of the CET and members were asked to review and provide comments, questions or feedback.
The team met in conjunction with the Building Leadership team to review and provide feedback on the second quarterly report. Both teams were involved in determining the degree to which progress is being made and whether or not course corrections were needed to be made at this stage of our improvement process.

Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out		
	<p>The school leaders and the C.E.T. are progressing with the implementation of their plan:</p> <ul style="list-style-type: none"> * Replace teachers or administrators <p>Did not use the receiver power to replace teachers or administration: there have been new staff and the principal resigned in July 2015 and a new principal was hired August 2015;</p> <ul style="list-style-type: none"> * Negotiate an agreement that modified the existing collective bargaining: MOA to submit evidence of planning that are aligned with the DTSDE rubric; all staff must participate in a peer review and two coaching cycles with the ELA and math coaches. 		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	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.

Part IV – Best Practices(Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Studio Classroom model	Job embedded professional development where teachers receive training, observe the implementation of the practice in one of their colleague's classrooms and are able to debrief and




		provide feedback to each other. The training is then followed up with support by the building's ELA or Math coach.
2.	Full-time ELA and Math Coaches	Coaches provide real-time feedback and support to teachers on areas of practice that increase the rigor and effectiveness of instruction. They provide support to individual teachers and teacher teams on data analysis, research-based instructional practices and professional development. They also provide support and guidance to building administration regarding the professional development needs of the teachers and resources necessary to continue instructional progress.
3.	Common Planning	Grade level teams of teachers meet weekly to review student work, analyze data and discuss effective instructional strategies for meeting student skill needs. It is a professional learning community whose focus is driven by student data and teacher development.

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Kimberly Young Wilkins, Ed.D.

Signature of Receiver: 

Date: 2/12/16