

Receivership

Quarterly Report

1st Quarter - July 1, 2015 to October 30, 2015

School:	Philip J. Schuyler Achievement Academy
District:	City School District of Albany
Superintendent:	Marguerite Vanden Wyngaard
Date of Submission:	October 30, 2015



NEW YORK STATE EDUCATION DEPARTMENT

Office of Accountability/School Turnaround

Receivership Quarterly Report			Dates: July 1 to October 30	
School	School BEDS Code	Persistently Struggling/Struggling School	SIG/SIF Model/Cohort (If Applicable)	
Philip J. Schuyler Achievement Academy	010100010043	Struggling	SIG Cohort 4 Transformation	
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Marguerite Vanden Wyngaard	John B. Murphy	Cecily Wilson-Turner, Assistant Superintendent for Instruction	PreK-5	261

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): Marguerite Vanden Wyngaard, Ph.D.

Signature of Receiver: 

Date: October 30, 2015





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, and made available to the public by the school's district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Philip J. Schuyler Achievement Academy is in its first year of a two-year receivership plan. A great deal of effort has been offered on the part of administrators, teachers, staff members, parents, and community representatives to ensure that the plan for academic growth and success for SAA's students is accomplished on or before the 2017 target date. To that end, under the guidance of a new Turnaround Principal, the Director of School Improvement, and the newly established Community Engagement Team, school goals and indicators have been discussed, agreed upon, and shared with the community for feedback. The Building Leadership Team has worked in conjunction with the various members of the Community Engagement Team to refine the Continuation Plan's targets of improvement, and to ensure progress monitoring and fidelity to the plan. Particular care is being offered to the special education and English New Language learner subgroups as a means of supporting those who are potentially most-at-risk. As a means of providing optimal ELA and Math instruction for the general education and special education populations, SAA has committed itself to ELA and Math Professional Development within both the Studio Classroom model, as well as participation within Coaching Cycles provided by the on-site availability of the ELA and Math coaches. All instruction is aligned to the NYS Common Core Learning Standards, with student growth monitoring existing within NWEA testing, AIMSweb benchmarking, and teacher generated formative assessments. The data that is produced is used to help students identify their own academic goals and to self-monitor their own progress therein. The result of this effort is a greater sense of student/individual ownership of their own learning and academic success. A high level of parent communication and engagement is facilitated by the school and its extended day partners (Boys and Girls' Club and YMCA) via the development of events and programs designed to educate and inform. Many teachers share their own personal cell phone numbers; all staff provides consistent communication by phone, email, text, progress reporting, trouble-shooting, conferencing and linkage to the school's official Support Team. The Support Center ensures that students and parents have the availability of the psychologist, social worker, Behavior Specialist, Home School Coordinator and Parsons clinical-psych services on a mandated/as-needed/crises intervention service level of support. This team has assumed additional roles and responsibilities and now functions as a Response to Intervention for Behavior (RtI B) team and is collaborating with the Response to Intervention for Academic (RtI A) team. Attendance, discipline and academic success are monitored daily and are now part of a Data Wall grade-level initiative. Action steps and interventions have been developed to address attendance issues. These include, but are not limited to, a high level of parent communication and engagement, motivations and rewards, warnings and conferencing opportunities. Discipline is aligned to PBIS and individual student behavior plans as well as the district's Code of Conduct. The In-school suspension room has been replaced with an Alternative Learning Place model, which is facilitated by a certified teacher. Academic success is recognized and will be linked to celebrations and reward opportunities that will include family participation. Indicator alignment with DTSDE Tenets has inspired district and Labor Management negotiations that will empower new levels of influence upon lesson planning, peer-to-peer observations and feedback, and professional pedagogical coaching.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to Receivership@NYSED.gov and Turnaround@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).



Part I – Intervention Plan

Intervention Plan and Timeline – Key Strategies and Status of Implementation	
Items from this section relate specifically to key strategies identified in the Department-approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and related Receivership addendum materials; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time).	
Key Strategies	Implementation Status Evidence
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and Receivership addendum material.	Identify each strategy as RED, YELLOW or GREEN
1. Convene Building Leadership/School Improvement Team (BLT/SIT) monthly	<p>The Building Leadership Team has a regular schedule of meeting which occur 3x per month. During the month of September the team met to revise the Continuation Plan, review recommendations of the Community Engagement Team and identify indicators as required under Receivership. The team also spent time reviewing areas that needed to be negotiated with the Albany Public Schools Teacher’s Association. Negotiations occurred on October 15, 2015 and are still being finalized. The BLT meetings are used to review the implementation of the improvement plan.</p> <p>The school has a new building principal. He has engaged in conversations/meetings with all members of the School Improvement Team, which include the Assistant Superintendent for Instruction, the Director and Assistant Director of Special Education, the Elementary Supervisor for Instruction, and The Director of ENL Services. These conversations have focused on the intended direction of the each Department and the plans for improvement for the Philip J. Schuyler Achievement Academy. A schedule of meetings for the remainder of the year for the entire team to meet is in process.</p>



2.	Provide ongoing monthly professional development (Studio Classroom Model)		<p>Professional development for the Studio Classroom Model has occurred as scheduled. General Education, Special Education and Reading teachers in Grades 3-5 have participated in 2-2day sessions of Literacy Studio. In the third grade classroom visits focused on mini-lessons and conferring. In the fifth grade classroom visits focused on Read Alouds and strategy groups. Participants visited both grade level classrooms each day for practical application, as modeled by the staff developer. Our goal for professional learning in the workshop has been to deepen our understanding of strategies for reading both literary and informational text. We've developed progressions for various strategies, studied possible formative assessments and the implications for instruction. The staff developer modeled a planning session using curriculum, standards, and assessment data with the fifth grade in a fishbowl structure. The lesson was implemented and planning time was provided for participants.</p> <p>General Education, Special Education and Reading teachers in grade K-2 have participated in 1 day of Literacy Studio. Our study began with a protocol for working with data and studying the various lenses for getting to know students as readers. This was broken down by grade level expectations. The staff developer modeled a planning session with the first grade teachers based on curriculum, standards, and assessment data. The lesson was then implemented by the staff developer and debriefed afterwards. We then studied and created a continuum or progression of reading behaviors around two sets of skills.</p> <p>This is the first year Reading Teachers have been included in the Studio Classroom professional development. They meet with the ELA and Math Coaches daily for additional support.</p> <p>In math, General Education and Special Education teachers in K-2 have participated in 1 day of Math Studio. The first session was held on Monday, October 26th. We revisited the Counting & Cardinality and Operations & Algebraic Thinking Progressions of the Common Core Learning Standards for Mathematics and focus on the progression of addition and subtraction.</p>
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One of the resources available to teachers this year is Heinemann's *Context for Learning* series. Using one of the big books in the series, *The Double Decker Bus*, teachers read the story, setting the context and examined it for possibilities to address addition and subtraction. The teacher's guide for the book includes the big ideas and strategies in mathematics that this book addresses. Teachers unpacked the big ideas for deeper understanding.

Building on the learning of the big ideas from the story, K-2 teachers planned questions to ask during the reading of the book. To do this, teachers had to consider what strategies students might use, misconceptions that are held, and levels of questioning.

The group went into a first grade class to share the lesson. First grade teachers took part in the launch and closure of the lesson, and Kindergarten and second grade teachers were paired, with one acting as scribe to the other who facilitated a small group of students on the decomposition work.

A debrief of the lesson was held asking:

- What questions were asked of the students?
- What were the responses?
- How did the question promote productive struggle?
- Which students would we chose for the closure the following day?

Looking at student work from the lesson, teachers focused on what they observed students doing, and what were the next steps for the students.



<p>3.</p>	<p>Implement ELA and Math curricula aligned to the CCLS and reflective of NYS ELA and Math modules</p>		<p>The district continues to update and refine the curriculum to ensure alignment with the Common Core Standards. In ELA, detailed calendars and overviews have been written for units 1, 3, 4. In addition to teaching points and questioning prompts, bi-weekly performance tasks have been completed for grades K-5 and weekly tasks have been developed for Unit 3 grades 3-5. In addition, pre and post assessments are included for grades 2-5. Additional resources include shared reading, writing calendars, grammar and close reading activities. Video links for both teachers and students were included as well as interactive sites for students.</p> <p>In grades 3-5 teachers continue to use the ELA modules from Expeditionary Learning (EngageNY) and are using the district’s curriculum as a resource for their reading workshop time.</p> <p>In Math, the curriculum units of study for all grades are completed. Additional work was completed over the summer and during the first few months of schools to include multiple choice questions in the post assessments which mirror the state assessment. Revisions to the performance tasks were revised to ensure that students were able to demonstrate a holistic understanding of mathematics. Teachers received additional resources in hardcopy and electronic format including Fosnot’s <u>Contexts for Learning</u> which focuses on deep conceptual understanding of mathematical ideas, strategies and models.</p> <p>As of this reporting period, all grade levels are still completing Unit 1 of the curriculum for ELA and Math.</p>
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3.	Extended Day program Alignment with School Day		<p>Teachers in the building have volunteered to provide tutoring to students in the Boys & Girls Club Extended Day program. Grade level teams reviewed student data to differentiate instruction for students during the tutoring period. The Boys and Girls Club provides homework support and enrichment activities. In addition, students in grades PreK-1 have stories read to them daily and students in grades 2-5 have access to books at their independent reading level and will read daily.</p> <p>The Boys & Girls Club Site Director is collaborating with the School's Behavior Specialist to ensure there is consistency in the implementation of the Tier 1 PBIS framework used during the school day.</p> <p>In addition, our math coach meets with the after-school staff of the Boys and Girls Club weekly to provide professional development in understanding the math grade-level expectations of the Common Core Learning Standards, Math Enrichment and other resources to use with our students.</p>
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4.	Strengthen Family and Community Engagement		<p>We have focused on increasing our communication to families with regards to information and events. In addition to sending information home with students, we have provided additional mailings as well. Since the start of the school year we have had the following events: Back to School Carnival (125 people), Dads Take Your Child to School Day (52 people) and a Back to School conference night. We have seen an increase in participation in all three events this year. In an effort to keep parents informed, during the Back to School night, we provided parents information regarding the Community Engagement Team’s recommendations and an opportunity to provide feedback on a form. We also provided parents with an opportunity to meet individually with their child’s teachers to discuss progress to date. For those parents who attended Dads take Your Child to School Day, students whose parents were able to attend wrote their parent a letter or for younger students, drew a picture thanking their parent, which was mailed with a letter from the principal thanking each father for their support. The letters and drawings were mailed home.</p> <p>For our first Academic Parent Teacher Team night, the staff provided parents with quick strategies for increasing students’ reading fluency. Parents were able to practice with their children and receive materials that they could easily use at home to support their child. Also during that evening, students who had achieved Perfect Attendance year-to-date were honored during our PTA meeting.</p> <p>Our partnership with Parson’s Children and Family Services has enabled 17 families to receive social and emotional supports for children and parents and 30 families to participate in our Backpack program which provides healthy food choices to families in need.</p> <p>We also have 216 students enrolled in our Student Based Health Clinic which is provided by the Whitney M. Young Health Center.</p>
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5.	Rtl for Behavior		<p>The school support center team (psychologist, social worker, behavior specialist, and Parson’s clinician) has met with the principal weekly to discuss student behaviors, and to develop dispositions and action plans for addressing negative behaviors both inside and outside of the classrooms and aligning students for success. This Response to Intervention for Behavior team (Rtl B) has grown to now include the Teaching Assistant (a certified teacher) of the Alternative Learning Place, Home School Coordinator and two hall monitors. This team provides support identified as Tier 2 or Tier 3 under the school’s Positive Behavioral Support model. The team will now enhance its influence and expand its role by joining with the Response to Intervention team for Academics (Rtl A) in a partnered effort to meet the needs of the whole child with special emphasis on academic success, and the social-emotional well-being of the student. Support for the integration of these two teams will be provided by the district’s Rtl A and Rtl B Coordinators.</p>		
6.	Deploy all resources to support program plan		<p>All resources are used to support instructional, enrichment and behavioral supports for students.</p>		
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 – Community Engagement Team

Community Engagement Team (CET)				
Please complete the prompts/questions and include 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.				
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out		
Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Indicate here the way in which the CET was provided an opportunity to provide comments and suggestions on the draft quarterly report.		<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> <p>The draft quarterly report was emailed to members of the CET and members were asked to review and provide comments, questions or feedback.</p>		
Explain the degree to which the evidence/outcomes of meetings and committee work suggest the need for adjustments to ensure successful implementation of the Community Engagement Plan.		No adjustments are needed at this time.		
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 – Receivership

Powers of the Receiver			
Please respond to the prompts/questions below 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. In addition, please include information regarding, but not limited to, the actions taken by the School Receiver to: 1) Review, alter or replace curriculum and program offerings of the school; 2) Replace teachers and administrators; 3) Increase salaries to attract and retain high-quality teachers and leaders; 4) Establish steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; 5) Reallocate the existing school budget; 6) Expand the school day; 7) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); and 8) Supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.			
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out	
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.		The top priority was (7) ensuring that we were able to modify the existing collective bargaining agreement. That has been completed and attached.	
Explain the degree to which the evidence/outcomes of efforts to implement/develop Receivership plans suggest the need to adjust implementation of the intervention plan.		No adjustments at this time.	
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 III – Metrics/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. At this time it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.
3-8 ELA All Students Level 2 and Above		26%	27%	Our local NWEA MAPS benchmark provides a projected proficiency for the NYS Assessments. In ELA the projections for all students in grades 3-5 achieving a level 2 or above are as follows: Grade 3: 32.3% Grade 4: 38.5% Grade 5: 17.1% This provides us with an overall projection for Grades 3-5 of 25.44%. At this time, it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.
3-8 Math All Students Level 2 and Above		34%	35%	Our local NWEA MAPS benchmark provides a projected proficiency for the NYS Assessments. In Math the projections for all students in grades 3-5 achieving a level 2 or above are as follows: Grade 3: 24.2% Grade 4: 22.5% Grade 5: 29.3% This provides us with an overall projection for Grades 3-5 of 29% based on the Fall benchmark. At this time it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.
3-8 ELA All Students MGP	N/A	39.32	40.32	We do not have the capability of monitoring this indicator at this time.



3-8 Math All Students MGP	N/A	33.99	34.99	We do not have the capability of monitoring this indicator at this time.		
NWEA ELA All Students		46.8%	47.8%	This local indicator focuses on students who are track to achieve a full year of growth, based on the NWEA benchmark to achieve a year’s worth of growth. In reviewing the Spring and Fall data in Reading, 32.2% of students have moved 1 or more levels on the Fall NWEA benchmark. At this time it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.		
NWEA Math All Students		50.7%	51.7%	This local indicator focuses on students who are track to achieve a full year of growth, based on the NWEA benchmark to achieve a year’s worth of growth. In reviewing the Spring and Fall data in Math, 24.5% of students have moved 1 or more levels on the Fall NWEA benchmark. At this time, it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.		
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 III – Metrics/Indicators

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)	Base-line	Target	Analysis / Report Out
Teacher Practices and Decisions (DTSDE Tenet 4)		NA	Developing	Our internal DTSDE review of this tenet during the 2014-2015 school year yielded a developing rating. We have begun negotiating with the teachers to include criteria that will assist us in meeting and/or exceeding our target for the 2015-2016 school year. This includes lesson planning, peer review cycles, and coaching cycles. In addition, we have recognized some challenges with our common planning time and have identified a protocol that includes a review of student data/student work, research-based instructional strategies and reflection on student outcomes.
3-8 Math Black Students Level 2 and above		31%	32%	NWEA does not provide a prediction for the NYS assessments for subgroups at this time. As a result, we are using the 50 th percentile as a predictive measure for students who will achieve a level 2 and above on the NYS assessment. Based on this Fall's NWEA benchmark assessment, 9.3% of Black students are predicted to achieve a level 2 or above. At this time it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.
3-8 Math ED Students Level 2 and Above		33%	34%	NWEA does not provide a prediction for the NYS assessments for subgroups at this time. As a result, we are using the 50 th percentile as a predictive measure for students who will achieve a level 2 and above on the NYS assessment. Based on this Fall's NWEA benchmark assessment, 13.9% of ED students are predicted to achieve a level 2 or above. At this time it is too early in the year to determine whether course corrections are necessary. We will continue to implement our plan and progress monitor student growth.



Chronic Absenteeism		Baseline and targets have not been established by SED at this time	In the absence of a baseline from the state and without capacity to look at previous years, we are establishing our baseline from the start of the school year through Oct. 23. Of the 259 students who were enrolled as of BEDS day, 70 students (27%) have missed 3 (10%) or more school days. In reviewing unexcused absences only, 48 of the 259 (18.5%) have missed 3 or more school days. The newly established Attendance Committee will review the attendance protocol and monitor its impact in reducing absenteeism for the above students.		
Teacher Attendance		Baseline and targets have not been established by SED at this time	<p>The teacher attendance rate is 89.4%. However, this rate includes the days that teachers were onsite for professional development during the Studio Classroom professional development. The rate is 92.3% if we do not count the studio classroom days.</p> <p>Our teacher attendance rate is reflective of a 6 week maternity leave, with 2 more maternity leaves expected during the 2015-2016 school year.</p>		
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 IV – Budget/Fiscal

Budget and Interim Fiscal Report					
Questions from this section relate specifically to key strategies identified in the Receivership Fund application, as well as key strategies embedded in the Intervention Plan (SIG/SIF/SCEP) and budget that are critical to meeting project outcomes (e.g., intensive professional development, extended learning time).					
Key Questions/Prompts		Status (R/Y/G)	Analysis/Report Out		
Identify and describe areas where spending is not on budget and explain the reasons. Provide an analysis of progress period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.		Green	All staff positions have been in place since the start of the school year (76% of the overall budget) and all contracts for services have been encumbered. The staffing positions support instructional, social-emotional and behavioral interventions for students, coaching support for teachers and support for enhancing school and parent relationships and supports. Our current contracts provide mental health supports for students and families, intensive professional development for teachers and enrichment for students after school. These resources are directly aligned to our plan and are believed to central to our school improvement efforts. Spending is close to target except for one of our partners, Parson’s Children and Family Services. They are in the process of rehiring a Behavior Specialist due to the resignation of a previous staff member.		
Identify any potential budget adaptations or amendments that may be needed as a result of this budget analysis.			As a result of the delay with our Parson’s Children and Family Services hiring of the Behavior Specialist, a reallocations of funds will be necessary in the near future. The decision will be made by the Building Leadership team based on identified needs as the school year progresses.		
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.