

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.albanyschools.org/schools/schuyler/schuyler.htm			
				Check which plan below applies:			
Philip J. Schuyler Achievement Academy	010100010043	City School District of Albany	N/A	SIG/SIF x		SCEP	
				Cohort: 4			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kimberly Wilkins	John Murphy	Cecily Wilson-Turner, Assistant Superintendent for Instruction Michele Bridgewater, District Improvement Director		Pre K – 5	14.7%	16.9%	320
	Appointment Date: 8/31/15						

Executive Summary

Please provide a plain-language summary of this 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.

Philip J. Schuyler Achievement Academy is in its second year of a two-year receivership plan. Extensive 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 is reflective of students' needs. Developing procedures that ensure that high-quality teacher practices are regularly implemented in classrooms to increase rigorous learner engagement and positively impact student outcomes is at the center of all stakeholder efforts. Accordingly, the instructional focus for 2016-2017 is Higher Order Thinking Skills with an emphasis on Accountable Talk. Through focused professional development and the Studio Model of instruction, teachers are committed to using Accountable Talk to facilitate students' deeper understanding of math word problem structures and reading comprehension. Evidence of deeper understanding is being gathered through student assessments, as well as the utilization of the district's walkthrough observation tool. This tool focuses on teacher planning, assessment and instructional practices as well as the use of data and differentiation. Under the guidance of the Principal, the District Improvement Director, the Building Leadership



Team and the Community Engagement Team which reflects community partnerships, English Language Learners, Regular and Special Education, etc., school goals, indicators, and the Continuation Plan have been discussed, agreed upon, and shared with the community for feedback. The school has continued its commitment to scaffold teachers by the on-site availability of ELA and Math coaches, RtI-a and RtI-b teams, PBIS, scheduled Common Planning and newly implemented Data Teaming, AIMSweb benchmarking, teacher generated Common Formative Assessments, and the aforementioned NWEA assessment. A high level of parent communication and engagement is facilitated by the school and the PTA, as well as 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, conferencing and linkage to the school's official Support Team. The Support Center provides a psychologist, social worker, Behavior Specialist, and a Home School Coordinator. As a result of our partnerships with Parsons and the Whitney M. Young Health Center, our wrap around services includes clinical-psych support and medical services to students and families. Attendance is monitored daily and a newly reconfigured school-district Attendance Committee is enacting the school's new attendance policy, which includes ongoing monitoring of chronic absences. Discipline is aligned to PBIS and to individual student behavior plans as well to the district's new code of conduct, which emphasizes preventative strategies. Academic and behavioral success is celebrated on an ongoing basis and families are encouraged to participate. Finally, Schuyler's has experienced incremental success over the past three years in the areas of academic growth, improved student attendance, decreased discipline, and increased parent participation and engagement. As a result, the school achieved its first year of meeting the goal for priority status as evidenced by performance on the 2015-2016 NYS assessments.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes 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 Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership 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 and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School make yearly progress		Did not make progress	Make progress	The results of the 2015-2016 State Assessments indicate that the school met the target for Priority Status.	<p>The school made yearly progress as a priority school for the 15-16 school year. There was a significant increase in the number of students who performed at level 2 and above from the baseline year.</p> <p>The results are as follows: ELA: Level 2 and above Grade 3 went from 20% to 62% Grade 4 went from 29% to 49% Grade 5 went from 28% to 37% Overall Grades 3-5 went from 25% to 49%</p> <p>Math: Level 2 and above Grade 3 went from 47% to 67% Grade 4 went from 20% to 46% Grade 5 went from 22% to 27% Overall Grades 3-5 went from 30% to 45%</p>
3-8 ELA All Students Level 2 and Above		26%	29%	<p>The results of the 2015-2016 State Assessments indicate that the school exceeded the target this year by achieving 49% on this indicator.</p> <p>The NWEA MAPS benchmark assessment provides a projected proficiency for the NYS Assessments and will be used to progress monitor this indicator. The benchmarks are conducted three times per year.</p>	<p>In ELA the projections for all students in grades 3-5 achieving a level 2 or above are as follows: Grade 3: 14.6% Grade 4: 26.2% Grade 5: 21.3% This provides us with an overall projection for Grades 3-5 of 20.8%.</p>



3-8 Math All Students Level 2 and Above		34%	37%	<p>The results of the 2015-2016 State Assessments indicate that the school exceeded the target this year by achieving 48% on this indicator.</p> <p>The NWEA MAPS benchmark assessment provides a projected proficiency for the NYS Assessments and will be used to progress monitor this indicator. The benchmarks are conducted three times per year.</p>	<p>In Math the projections for all students in grades 3-5 achieving a level 2 or above are as follows: Grade 3: 48.8% Grade 4: 36.2% Grade 5: 21.7% This provides us with an overall projection for Grades 3-5 of 35.3%.</p>
3-8 ELA All Students MGP		39.32	42.32	<p>The results of the 2015-2016 State Assessments indicate that the school exceeded the target this year by achieving 55.54 on this indicator.</p> <p>The NWEA MAPS benchmark assessment's conditional growth percentiles (CGP) will be used to monitor this indicator. The CGP is calculated using the same methodology that the NY State Education Department uses for MGP.</p> <p>The benchmarks are conducted three times per year.</p>	<p>The average Fall 15 to Fall 16 conditional growth percentile on the NWEA Reading benchmark is 45.9.</p>
3-8 Math All Students MGP		33.99	37.99	<p>The results of the 2015-2016 State Assessments indicate that the school exceeded the target this year by achieving 52.33 on this indicator.</p> <p>The NWEA MAPS benchmark assessment's conditional growth percentiles will be used to monitor this indicator. The CGP is calculated using the same methodology that the NY State Education Department uses for MGP.</p> <p>The benchmarks are conducted three times per year.</p>	<p>The average Fall 15 to Fall 16 conditional growth percentile on the NWEA Math benchmark is 46.4.</p>



NWEA ELA All Students		46.8%	49.8%	<p>This local indicator focuses on students who are on track to achieve a full year of growth based on the NWEA benchmark assessment.</p> <p>Progress will be monitored in the following ways:</p> <ul style="list-style-type: none"> • Spring to Fall • Spring to Winter • Spring to Spring 	In reviewing the Spring 2015 – Fall 2016 data in Reading, 16.4% of students have moved 1 or more levels on the NWEA benchmark.
NWEA Math All Students		50.7%	53.7%	<p>This local indicator focuses on students who are on track to achieve a full year of growth based on the NWEA benchmark assessment.</p> <p>Progress will be monitored in the following ways:</p> <ul style="list-style-type: none"> • Spring to Fall • Spring to Winter • Spring to Spring 	In reviewing the Spring 2015 – Fall 2016 data in Math, 23.7% of students have moved 1 or more levels on the NWEA benchmark.

LEVEL 2 Indicators

Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Teacher Practices and Decisions (DTSDE Tenet 4)		NA	Developing	DTSDE Rubric	In response to the 2015-16 DIIR review, the school continued its commitment to Differentiation of Instruction as a growth goal for all teachers during the 2016-17 academic year. PD is provided to assist teachers in the process of mining student data for the purposes of developing lesson plans that ensure that all student needs are being addressed. Additionally, Schuyler has focused on Student Engagement and Higher Order Thinking Skills (HOTS) with an emphasis on



					Accountable Talk as means of promoting a deeper understanding of text and application. Monthly principal-directed Professional Development sessions and well as two days of district sponsored PD, have been focused upon the three identified areas of targeted growth. Principal walkthroughs are conducted regularly and focus upon these priorities.
3-8 Math Black Students Level 2 and above		31%	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, 30.3% of Black students are predicted to achieve a level 2 or above
3-8 Math ED Students Level 2 and Above		33%	36%	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, 40.8% of ED students are predicted to achieve a level 2 or above
Chronic Absenteeism		30%	26%	A newly redesigned school and district based Attendance Committee has been formed to reflect and support the school's attendance policy. Student attendance is reviewed. The approved Intervention Protocols are reviewed and applied appropriately. The progression of formal letters of attendance/absence is executed in a timeline dictated by the approved attendance policy. Child specific interventions are developed and studied for impact. Celebrations recognize positive student attendance, and improved attendance. Parents and families are recognized for their efforts in the improving student attendance.	During the first 38 days of this school year, 85 students have missed 3 or more days. The number of students per grade level are as follows: <ul style="list-style-type: none"> • Pre-Kindergarten 13% • Kindergarten 19% • 1st Grade 28% • 2nd Grade 13% • 3rd Grade 7% • 4th Grade 9% • 5th Grade 11% This accounts for 27% of student population.
Teacher Attendance		94%	95%	Teacher attendance is monitored on a daily basis. The school works in conjunction with	The teacher attendance rate for 2016-17, year-to-date is 95%. The administration will



			the district’s Human Resource department to address individual concerns, and identify patterns of absences. Board approved protocols are executed to address specific concerns.	continue to work with HR to address specific concerns.	
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			
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.			
Identify key strategy.		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Convene Building Leadership Team to monitor implementation of the school improvement plan		The BLT meets twice per month to conduct an overview of the school’s progress in meeting its goals for 2016-17. The areas of academic focus inform the discourse, as does issues of behaviors, parent engagement and the social-emotional needs of the students. It has reviewed the Continuation Plan for 2016-17, offering insights that helped to inform Quarterly Report #1, for fidelity to the plan. It was determined that no course corrections were necessary at this time. Fidelity to the plan and its continued implementation will be an on-going action-step for the BLT.
2.	Provide ongoing professional development		October 3 rd and 11 th were Professional Development days where teachers were provided with training in the areas of differentiated instruction, student engagement, and accountable talk. Additionally, September 23 rd , October 19 th and 20 th were Studio PD days where a facilitator infused the three targeted areas of growth into the on-going training of instructional model. A Principal PD was offered on October 27 th that continued the on-site development of teacher capacity in the aforementioned areas. Additional PD is provided by the instructional coaches within the structure of Common Planning.



3.	Implement ELA and Math Curricula reflective of the CCLS		<p>ELA: For 2016-17, grades K-2 are implementing a new CCLS aligned reading series, Wonders, from McGraw Hill. In grades 3-5, teachers continue to use the EngageNY Modules as a resource along with the ACSD’s curriculum, and the Teachers’ College Reading Units of Study. Professional Development in Studio continues to inform instruction and support the use of the resources, and has grown to encompass two additional days of training that focuses on the planning that reflect the three areas of instructional focus.</p> <p>Math: For 2016-17, grades 3-5 are implementing a new CCLS aligned Math program, enVision, from Pearson. Families can access this program from home, and videos are available via an app, to help explain the math. In grades K-2, the district designed curriculum with EngageNY Modules are utilized for instruction.</p>
4.	Extended Day Program Alignment with the School Day		<p>After school tutoring opportunities support ELA and Math for 45 students in grades K-5. The majority of students being tutored have their classroom teacher/reading teacher as their tutors. In some cases, students are tutored by an ENL provider, or another classroom teacher. In these cases, the following actions are being taken to ensure students’ success:</p> <ul style="list-style-type: none"> • Tutors meet/speak to classroom teacher. • Tutors and classroom teachers discuss child’s needs and background for planning purposes. • Tutoring is planned as an extension of classwork (ENL provider is in the room for lessons and knows the content focus). • Tutor will focus on “big ideas” in ELA: summarizing, main idea, inferencing, retelling, etc. • Tutor assesses students in comprehension and foundational skills, using Wonders materials. • Tutor administers/assesses running records to address student needs. <p>There are 11 tutors (5 General Education teachers, 2 Special Education teachers, 1 ENL teacher, 1 Speech teacher, 1 Reading teacher, 1 Librarian). Students performing at current levels of 1, 2 and 3 in ELA, and at levels 1, 2 and 3 in Math are being tutored.</p>



5.	Strengthen Family and Community Engagement		An active teacher contingent is offering scaffold support to a PTA that is currently reestablishing itself within the school community. A variety of academically linked projects and student recognition events have been planned to enhance the climate and culture of the school, and support the attendance and academic goals while fostering a greater sense of community.
6.	Rtl for Behavior		For 2016-17, the school’s Tier II/III team has reestablished itself as an Rtl-b subcommittee of the existing Rtl-a team. Linked to PBIS and the continuum of behaviors, Rtl-b monitors student behavioral points and disciplinary infractions, meets with parents, students and teachers, and executes interventions to positively influence student behaviors. When behaviors pass the appointed number of 6 infractions, it is an automatic referral to Rtl-a. Rtl- a reviews all academic and behavioral issues and makes recommendations.
7.	Deploy all resources to support program plan		The school Improvement Grant (SIG) continues to support the work of improved teaching and learning. Two academic coaches offer embedded PD in Math and ELA on a daily basis. The District Improvement Director links all efforts to data in an effort to impact decision making and school reform. Parsons clinical support maintains school-based social-emotional small groupings that develop student capacity in the areas of peer-to-peer interactions and decision making. The Center for Educational Leadership (CEL) provides Studio support in the area of workshop model of instruction which is designed to meet the learning needs of all students.
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 – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)
 Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.



Status (R/Y/G)	Analysis/Report Out		
	The CET meets once per quarter and works in tandem with the school’s BLT, which meets bi-monthly. The CET measures alignment of the plan of growth and success, with the on-going development of academic and behavioral data. The quarterly report is developed with consideration made toward the intent of the overall plan for school improvement with consideration of the NYS DIIR findings, and the internal development of student data and the NWA results in Reading and Math. Findings and revisions are shared w/ the stakeholder community with opportunities for feedback.		
<u>Powers of the Receiver</u>			
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.			
Status (R/Y/G)	Analysis/Report Out		
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 – Instructional Technology Plan

<u>Instructional Technology Plan</u>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. Current status of the District Technology Plan pertinent to this school		The City School District of Albany’s Technology Plan supports Schuyler Achievement Academy’s students, teachers and administrators with a robust, reliable and secure high-speed network infrastructure for wired and wireless access both within the District and out to the global internet. Every classroom is wired for internet and has wireless capabilities. Mobile devices reinforce student academic skills and address differentiated learning needs and curriculum applications for differentiated instruction. Teachers are able to access mobile carts in the building to deliver interactive lessons to students. The District’s Technology Plan is grounded in the New York State Common



			Core Learning Standards and drives the focus to support teaching and learning. Professional development is provided to the teachers. All levels of tech support with the availability of hardware is at the disposal of all teachers and learners.
2.	Use of technology in the classroom		The SIG grant has supported the Reading Eggs literacy program and the Study Island program which links to NWEA, and scaffolds both math and literacy. Per the district's technology plan, the school has a high level of hardware which includes mobile devices, PC's, and SmartBoards.
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 V – Budget

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 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 QR#2.
Instructional Salaries		All expenditures related to personnel are in alignment with the budget established for this school year, and support key positions designed to impact improved teaching and learning, as well as attendance and behaviors. The Home School Coordinator works to meet the needs of children and parents, and influences improved attendance, greater access to community resources, and the availability of medical and social advocacy for families. The School Behavioral Specialist links all activities to PBIS, data gathering, child-specific behavioral plans, Rti-a and b, and embedded PD in Tier I/II/III class interventions. Academic Coaches offer PD in math and ELA related to the adoption of the new CCLS aligned programs, measure impact of efforts based on district established rubrics,



		model instruction, and provide direct academic support to students. The District Improvement Manager monitors NWEA data, facilitates PD, and provides direction in all matters related to accountability and school improvement.
Purchase Services		All expenditures related to purchased services are in alignment with the budget established for this school year. CEL-Studio Professional Development impacts teacher lesson planning and differentiated instruction, while growing the capacity of coaches and teachers to continue the work independently. Parsons works in concert with the school-based support team to meet the social-emotional needs of children and families. The Reading Eggs program supports the literacy efforts, and the Study Island program with its academic link to NWEA, scaffolds both math and literacy. The proposed amount for the Center for Leadership is significantly lower than expected. A request to SED has been submitted to use some the funds to support leadership development during the next quarter.
Supplies		No expenditures have occurred to date. There is no need to make any changes to the budget at this time.
Fringe Benefits		All personnel salaries/fringe benefits are in alignment with the district-established budget established for this school year, and support positions that impact teaching, learning, attendance and behaviors. The Home School Coordinator helps children and parents, mediates teacher-student-family issues, works in tandem w/ this school attendance committee and district attendance offices, conducts home visits, and partners w/ the school social worker in all matters related to children and parents. The School Behavioral Specialist links all activities to PBIS, data gathering, child-specific behavioral plans, Rti-a and b, and embedded PD in Tier I/II/III class interventions. Academic Coaches offer PD in math and ELA related to the adoption of the new CCLS aligned programs, measure impact of efforts based on district established rubrics, model instruction, and provide direct academic support to students. The District Improvement Manager monitors NWEA data, facilitates PD, and provides direction in all matters related to accountability and school improvement.

Part VI: Best Practices (Optional)



<u>Best Practices</u>		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Differentiated Instruction & Student Engagement	District established rubrics inform the Walkthrough Observation process, and links noticing and wonderings with evidence of planning and lesson objective.
2.	Studio Instruction	The workshop model of instruction is designed to meet the learning needs of all students, while developing the capacity of teachers and coaches to plan for instruction that improves student engagement and Higher Order Thinking Skills (HOTS).
3.	HOTS/Accountable Talk	The school identified HOTS as an area in which all practitioners needed to grow. Besides the practical implication of improved capacity in this area of HOTS/Accountable Talk, the value of this Best Practice also resides in the faculty's willingness to self-identify need and make it a priority area in which to grow.

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____



By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____