

**The New York Charter School Dissemination Program
2014-2015 Interim Progress Report
Due: January 31, 2015**

Charter School Information

School Name:	Community Partnership Charter School
Address:	241 Emerson Place, Brooklyn, NY 11205
Dissemination Lead Name/Email Address:	Jamie Truman, jtruman@cpcsschool.org
Date Report Completed:	January 30, 2015

District School Information

Should more than one district partner exist, complete the chart below for each partner school.

School Name:	PS 270
Address:	241 Emerson Place, Brooklyn, NY, 11205
Dissemination Lead Name/Email Address:	Swallace4@schools.nyc.gov

- 1. Provide a summary of work accomplished, highlighting early indicators of success. (500 words or less.)**

Personnel Highlights:

- All supporting roles – Project Coordinator, Literacy Consultant and Teacher Leaders were filled in the fall. By having a more robust team for Year Two, we are better positioned to achieve the grant goals.
- METIS Associates has been selected to provide evaluation services and support in ensuring the validity of our processes.
- Substitute teachers have been contracted through an outside agency so that all teaching staff can participate in meaningful professional development while their students continue to receive high-quality instruction.

Programmatic Highlights:

- The project has conducted ongoing, regular meetings between the grant program staff including principals, administrators and consultants since September 2014.
- Overview literacy instruction observations were carried out by the Literacy Consultant in early fall 2014 to provide a general idea of teacher skill level in the implementation of guided reading. These observations provided the foundation for the year’s professional development plan.
- Professional development sessions have included co-planning, structuring effective guided reading instruction, and utilizing data to inform instructional decisions.

- Anna Sathe, CPCS' K – 2 Academic Dean, led a STEP assessment training for PS 270 teachers in October 2014 in advance of Round One assessments.

Early Indicators of Success:

- Cara Farber, STEP Consultant, noted that teacher buy-in was palpable during her January 7 and 8 visits and observed inter- and intra-school resource sharing. During the January 7 co-planning sessions, for example, the P.S. 270 K – 2 Bridge Teacher, Ms. Williams, was struggling to identify the right text so Ms. Betances, the P.S. 270 Kindergarten Teacher, lent her a copy of a book that would work well. Later in the day, Ms. Cruz-Chica, CPCS Teacher Leader, lent a set of Magic Tree House Books to PS 270's 4th Grade Teacher, Ms. G. Williams, to provide leveled, high engagement texts for her students.
- With the assistance of our literacy and STEP consultants, we have helped define for teachers the best practices for co-planning and are seeing those methods beginning to be demonstrated by teachers.
- Participants of the various professional development workshops have provided very positive feedback regarding the quality and relevance of the trainings. In total, 40 feedback forms were completed across the eight workshops, yielding the following results (complete results appear in the Appendix):
 - All sessions received the two higher ratings of *much* and *very much* when asked if the training/information was clearly presented, engaging, useful, made the participant feel prepared to apply it, will help improve their students' literacy skills, and that they intend to use the information presented.
 - Most importantly, the vast majority of feedback forms (82%) provided a rating of *very much* when asked if respondents intend to use the information or strategies learned in their teaching, indicating a high degree of buy-in from the teachers.
 - In a separate question, 49% of respondents indicated wanting additional training in the topics presented with a somewhat even proportion across the various topics.

2. Complete the chart below. Goals should be copied *directly* from the 2015 joint work plan. Under the “work accomplished” column, list all completed activities pertaining to that particular goal. Under the “progress toward goal” column, indicate whether or not the goal has been met, and include data to support your claim.

	Goal	Work Accomplished	Progress Towards Goal
1.	P.S.270 students in grades K-2 will improve their academic performance in English Language Arts (ELA). One year’s worth of progress will be measured annually in student ELA skills by STEP (Strategic Teaching and Evaluation of Progress) assessment.	A shared assessment calendar has been designed to measure students’ growth over three assessment cycles - October 27 – November 7, 2014; February 2 – 13 and May 18 – 29, 2015.	In Process – More data will be available in February following the completion of the second assessment round
2.	P.S. 270 teachers will improve their data based decision making skills and improve the quality of their instruction. As a result, P.S. 270 students’ ELA proficiency will improve and individual students will show growth in targeted areas.	<p>STEP Assessment data from Round One assessments has been the focus of Cara Farber (STEP Consultant) and Kanika Mobley’s (Literacy Consultant) work.</p> <p>On November 18 and 19, Cara led teacher workshops focused on investigating individual student’s performance through the STEP Data Management Tool. P.S. 270 teachers utilized this system to create more data-driven lesson plans and meaningful student groupings. During Cara’s January 7 and 8 visits, she led sessions for teachers on lesson planning around data and then provided feedback after watching these lessons implemented in classrooms.</p> <p>On December 11, Kanika led a series of action planning sessions to provide teachers with the support and</p>	In Process - More data will be available in February following the completion of the second assessment round

		practice they needed to map out the next six weeks of data-driven literacy instruction. Her January visits focused on modeling best guided reading practices, using trends from data to align literacy lesson plans and providing feedback on these plans subsequent implementation.	
3.	Targeted P.S. 270 teachers will become experts in conducting STEP and deliver turn-key training for their colleagues beginning six months after grant start date.	<p>Cara and Kanika’s sessions are conducted with groups of no more than four teachers. In this way, teachers’ learning can be differentiated and mastery can be achieved by all.</p> <p>Additionally, Ms. Clarke has been selected as a PS 270 teacher leader and will work alongside Kanika to participate in the observation and feedback conversations. She will also be coached, specifically, to begin leading sessions later this winter.</p>	In Process
4.	Community Partnership Charter School (CPCS) will successfully share STEP expertise with P.S. 270 and disseminate expertise across the education community. Annually, CPCS, will issue a dissemination report, organize and host a conference and maintain a website to disseminate best practices knowledge and expertise to the education community.	<p>Expertise Sharing:</p> <p>Anna Sathe, CPCS’s K – 2 Academic Dean, led a training with PS270 staff in October to share her expertise with the administration of STEP assessments.</p> <p>Vanessa Cruz-Chica and Mahasin Mu’ mim, CPCS teachers, have been selected as teacher leaders. In this role, they attend Cara and Kanika’s sessions with PS270 teachers so that they can support as</p>	In Process

		<p>experienced colleagues. They are also receiving coaching to develop their craft and turn-key PD sessions.</p> <p>Vanessa and Mahasin (CPCS teachers) and Mrs. Clarke, PS 270 teacher, will work alongside Kanika to develop a shared space to house instructional best practice ideas to be used across both schools.</p> <p>Kanika’s September and October visits consisted of observations in both schools so she could identify best practices across the education community while supporting, as needed.</p> <p><u>Annually:</u> Grant Report – Will be available from METIS Associates in August 2015</p> <p>Website Updates – Will be made on an ongoing basis to share our progress</p> <p>Conference planning – The dissemination conference will be held from 9 a.m. - 2 p.m. on June 4, 2015. Invites to educators and community members will be sent in February 2015. The date was selected as it is a city-wide Professional Development day and will include a schedule of workshops and networking events. A final conference schedule will be available in May 2015.</p>	
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Appendix: Annotated Professional Development Feedback Form

PS 270/Community Partnership Charter School – NYSED Dissemination Grant Staff Development Feedback Form (2014-2015)

Note: There were 40 feedback forms completed across eight workshops in December and January.

Please circle your preferred rating:	Respondent Ns	Not at all	Somewhat	Much	Very Much
1. The information was clearly presented.	39	--	--	26%	74%
2. The session was engaging.	39	--	--	26%	74%
3. The information presented was useful.	40			23%	77%
4. This training covered the topics I expected.	40			28%	72%
5. My knowledge of reading and literacy has increased as a result of this session.	39		3%	36%	61%
6. As a result of my participation in this training, I feel prepared to implement the literacy instructional strategies in my classroom.	39			31%	69%
7. The strategies presented today will improve my students' reading and literacy skills.	40			30%	70%
8. There were sufficient opportunities to ask questions and express ideas.	40		3%	20%	77%
9. I intend to use the information or strategies that I learned in my teaching.	40			18%	82%

10. Do you feel you need or would like additional training in the topic presented at this training session?
 49% Yes
 51% No

11. What types of obstacles do you think you might encounter in implementing the information presented as it relates to teaching reading and literacy? (only relevant and common responses shared below)
- Finding appropriate resources and materials to meet students' needs
 - Ensuring that students are able to work independently
 - Time for planning instruction and collaborating with colleagues
 - Modeling activities multiple times so that students will grasp concepts
 - Teaching specific challenging skills like phonemic segmentation
 - Student behavior and challenges around classroom management