

**The New York Charter School Dissemination Program
2014-2015 Year-End Progress Report
Due: August 1, 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:	June 29, 2015

District School Information

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

School Name:	P.S. 270 – Johann DeKalb School
Address:	241 Emerson Place, Brooklyn, NY 11205
Dissemination Lead Name/Email Address:	Sylvia Wallace-Anderson, swallace4@schools.nyc.gov

Section 1: Project Progress

1. Provide a summary of work accomplished, highlighting indicators of success.

Personnel and Materials Highlights:

- Our robust grant team (Principals, Project Coordinator, Literacy Consultant and Teacher Leaders) worked together throughout the academic year to provide consistent support and management of the grant resources to drive student achievement.
- METIS Associates provided evaluation services through analysis of student data following each of the data rounds, three on-site visits, interviews, focus groups and the creation and analysis of all PD feedback forms.
- Contracted substitute teachers allowed P.S. 270 teachers to participate in Professional Development opportunities during each of the consultants' on-site visits and for longer blocks of times than the regular schedule allowed. One and a half hours of PD per week is available through P.S. 270's schedule. We were able to provide a total of 24 hours or more each month through the use of substitutes. By having a whole day available for scheduling, more differentiated PD could be offered to individual teachers/grade level bands. This coverage also allowed teachers to receive observation feedback in a timely way and Ms. Clarke was able to attend teacher-leader meetings while her Pre-K students had the support they needed.

- Our Literacy Consultant and Teacher Leaders worked together to create a lending library of 524 titles for the P.S. 270 resource room. In the fall, professional development sessions focused on utilizing data to create meaningful guided reading groups. Teachers mastered this concept in theory, but voiced the reality of not having access to highly engaging, leveled texts. The creation of this library allowed teachers to plan meaningful guided reading instruction around differentiated, engaging books for each of their students' levels.

Programmatic Highlights:

- The ongoing, regular meetings between the grant program staff that began in September 2014 continued consistently through June 2015.
- Kanika Mobley, Literacy Consultant, conducted a total of 40 professional development days over the course of the academic year. While she was originally contracted to be on-site for only 30 days, teachers and administrators asked for more trainings to deepen their mastery around data analysis, effective guided reading instruction and action planning. Teachers at P.S. 270 have consistently provided positive feedback on the quality and content of the professional development they have received. A feedback form was provided to each participant after all trainings over the course of the programmatic year (November 2014 – May 2015). Of the 100 forms completed, the feedback was nearly unanimous that the trainings were clear, engaging, increased the participants' knowledge and would benefit students' learning.¹
- Our schools hosted an Educators' Conference: Sharing Resources to Support ALL Readers on June 4, 2015. We had 112 educators and professionals register for the event. In addition to overview sessions and a panel discussion focused on the grant itself, participants were able to choose for a total of 10 PD sessions to provide them with training, tools and resources to help them drive student achievement in their roles and classrooms. The feedback we received from the participants was overwhelming positive in all categories (specific details can be found in Addendum 3). Participants found the event to be relevant and actionable. The most consistent piece of constructive feedback was around finding a way to incorporate a third breakout session into the schedule if the event were to be held again.

¹ Please see Addendum 1 for a copy of the feedback form provided to teachers during each training from December 2015 through May 2015 and the analysis of the 100 forms.

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.	<p>A total of three assessment cycles were conducted to measure student progress throughout the academic year (October 27 – November 7, 2014; February 2 – 13 and May 18 – 29, 2015.).</p> <p>P.S. 270 administrators received training and conducted folder review corresponding with each of these three data cycles to learn more about their individual students and ensure that the assessments were completed consistently throughout the building.</p> <p>The PD sessions on February 11 were focused around Ms. Mobley modeling STEP lessons. Teachers were able to ensure that they were administering the assessments properly and gain answers to all questions that came up during the data cycle.</p> <p>During the February 12 and May visits, Ms. Mobley observed teachers’ administration of the assessment and provided feedback to improve their effectiveness.</p>	<p>Goal met.</p> <p>Student performance analysis of the three STEP assessment rounds show that the P.S. 270 students in Grades K – 2 improved their academic performance in ELA. In Kindergarten, while only 13% of students performed at or above grade level in the fall, 50% of those students achieved this benchmark by the spring. In Grade 1, the growth went from 9% in the fall to 32% in the spring and while none of the Grade 2 students performed at grade level in the fall, 22% had achievement this benchmark by the spring.²</p> <p>While we recognize that more work needs to be done to achieve academic improvement across all 53 students in grades K – 2, there has been demonstrable progress as a result of the integration and implementation of STEP assessments.</p>

² Please see Addendum 2 for full detail. This analysis is provided by Metis.

	Goal	Work Accomplished	Progress Towards Goal
2.	<p>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>	<p>December 11th – Ms. Mobley led a series of targeted sessions pertaining to action planning. By focusing on grade level bands, teachers were able to dive into their STEP data from Round 1 and created responsive lesson plans while utilizing their colleague's expertise.</p> <p>On January 7, Ms. Farber led sessions on creating data-driven lesson plans. The following day, she observed classrooms to provide feedback on how that lesson plan was implemented by the teachers in practice.</p> <p>January 14 - 15 and 21 - 22– Utilizing the same observation/feedback protocol Ms. Farber employed, Ms. Mobley co-planned a lesson in response to student data and then observed that lesson in practice. Ms. Mobley's reflection following the sessions was that the lessons were more targeted and differentiated than before the trainings.</p> <p>February 25 – 26 – Over the course of these two days, Ms. Mobley supported teachers in identifying small groups based on the recent Round Two assessment.</p> <p>March 18 and 19 – Ms. Mobley observed classrooms and provided feedback to ensure that lesson planning remained responsive to the student data.</p> <p>March 25 – 26 – Both consultants were on-site over these two days and focused on building teachers' understanding of how to build in questions that were most responsive to students' learning needs.</p> <p>Ms. Mobley's PD focus April – June was targeted around observing teachers and providing them with differentiated feedback and support with the goal of improving their instruction.</p>	<p>Goal Met.</p> <p>While teacher capacity and depth of implementation vary, Ms. Mobley and Mrs. Wallace-Anderson have reported that most teachers are using the data to inform their instructional practices. Instructional quality, based on observation feedback, has improved and lessons are more responsive.</p> <p>More specifically, their observations and evaluation reflects the mastery of the following objectives:</p> <ul style="list-style-type: none"> • Teachers are able to use the STEP data management system to identify and track student growth across the year. • Teachers can analyze data in order to identify strengths, areas of growth and begin to determine next steps. • Teachers have a schedule that reflects balanced literacy so they can use those times to provide instruction on literacy target areas of need. • Teachers have begun to think critically about whether Ready Gen (Reading curriculum) lessons align to the specific needs identified through the STEP data. Ms. Mobley reported that Grade 3 teachers met with their second grade counterparts to better understand the specific learning needs and modify Ready Gen's scope and sequence to be most responsive. • Teachers have begun to modify lessons based on the needs of the whole group, small group or individual student.

	Goal	Work Accomplished	Progress Towards Goal
3.	<p>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>	<p>Teacher leaders were selected and began receiving targeted PD training during November 2014.</p> <p>During Ms. Farber’s on-site visit on January 7, she led co-observation planning meetings with grade level bands. Teacher leaders supported these conversations by offering their perspective and sharing resources. Teachers demonstrated their understanding that their colleagues were teacher leaders and resource sharing began more formally.</p> <p>In February trainings, teacher leaders focused on analyzing STEP comprehension questions and identifying ways that they could support their colleagues’ practice.</p> <p>Teacher leaders co-led the February 25 and 26 sessions with Ms. Farber and Ms. Mobley to ensure teachers were utilizing their round two assessment data effectively. By having their perspectives, teachers were notably more receptive to the sessions’ ideas.</p> <p>During their March 18 training on Inferring through Anchor Lessons, teacher leaders were challenged to create lessons that went beyond natural inferences (i.e. when they see dark clouds, students naturally infer it is going to rain based on the clues and their prior knowledge). Teacher leaders received an assignment to create and implement an anchor lesson in their classes. During the April 30th session, they shared out strengths, areas they would revise and next steps with each other.</p> <p>Teacher leaders received additional training over March 25 and 26 on utilizing comprehension questions in small group instruction, which they turn keyed to their grade bands.</p> <p>During the Dissemination Conference, the teacher leaders led a training on how to utilize effective questioning to drive student learning across grade levels.</p>	<p>Goal In Process.</p> <p>For Year Two, the Teacher Leaders were two CPCS teacher and one P.S. 270 teacher. We recognize that more P.S. 270 teachers need to be distinguished as experts. While the challenges of having more teacher leaders is detailed in the question below, in our end-of-year meeting, the grant team discussed ways we can build upon the expertise of P.S. 270 teachers and create more opportunities for them to train their peers in Year Three and beyond.</p> <p>In Year Three, we will utilize more shared Professional Development and observation opportunities so that the staff continues to view themselves as a unified learning community.</p>

	Goal	Work Accomplished	Progress Towards Goal
4.	<p>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>	<p>CPCS hired a Project Coordinator to ensure all the pieces of the grant were planned for and executed.</p> <p>40 professional development days were provided by a high-quality literacy consultant.</p> <p>Our conference was held on June 4, 2015 and had over 100 attendees. We offered a total of 10 professional development session topics. The full course offerings can be found here. P.S. 270 Principal, Mrs. Wallace-Anderson, shared that teachers took immense pride in hosting the conference and showcasing this year's growth.</p> <p>Our website has been updated to include some of the packets that were provided during our conference and other reports that were produced throughout the funding year.</p>	<p>Goal Met.</p> <p>In the End-of-Year meeting, Mrs. Wallace-Anderson shared that when she began her position during the 2013 – 2014 school year, teachers often shared that they felt like “renters in their own home.” Since the grant implementation, they recognize the immense resources that are available within their school building community. She shared that at this point (June 2015), the staff recognizes that “they were in a drought and this grant brought the rain.”</p> <p>Metis Associates’ Dissemination Report will be available in August 2015.</p>

3. If planning to continue work into year 3, describe how you will continue to make progress toward your goals, ensuring that all work is accomplished by the program's end. **If this is your final year of implementation, leave answer blank. (500 words or less)**

While we consider that the grant goals have been met, we believe that the student progress will be much more pronounced if the work can formally continue. By transforming year three into another programmatic year, we can solidify the work we have begun and ensure that the P.S. 270 teachers have the support they need to continue their students' success beyond the grant period.

Part of this funding will satisfy the evaluation requirement and another portion will continue to staff the project coordinator position, which ensures that all aspects of the grant administration come together seamlessly and all reporting deadlines are met.

\$2,670 of the Year 3 funding will cover the fees that STEP requires for the P.S. 270 students to be included in their Data Management System (DMS). DMS stores all student assessment data and its reports allow teachers to identify their students' academic performance level and what specific skills need to be targeted through their remediation. The DMS also allows the grant team and school administrators to track students' progress over time, observing trends across the school. This spending is integral in ensuring that P.S. 270 teachers continue to utilize STEP data to inform their instruction (Grant Goal #2).

We are asking for \$1800 in funding for Cara Farber, STEP Consultant, to be on-site for two PD days. The first day will be in November 2015 immediately following the conclusion of the first assessment round. The goals of this session will be to refresh teachers' data analysis understanding and support their creation of purposeful student groups for guided reading and whole group instruction. The second PD day (January 2016) will revisit how the students have progressed in those groups and provide training data reliability to ensure success in the second data round.

As we saw this year, Cara's visits are most meaningful when the meeting time extends beyond a single prep period. For that reason, we seek \$1,260 in funding to allow for three substitutes for each of the two days so that two hour meetings can be held for each grade level band. This spending will help us ensure the meeting of the most important grant goal - propelling student achievement in Grades K - 2 through the most effective, differentiated literacy instruction.

Section 2: Reflection

4. What were your greatest successes over the two years of implementation?

- Ms. Mobley's effectiveness in supporting teachers and administrators was one of the greatest success this programmatic year. As Addendum 1 shows, this effectiveness was universally recognized throughout the grant year. Participants found these trainings to be relevant, targeted, differentiated and actionable. CPCS administration valued her ability to provide teachers with thoughtful feedback and teachers welcomed Ms. Mobley's identified areas of growth at times where they may have disagreed with their direct supervisor. Mrs. Wallace-Anderson said that every teacher she spoke with asked for additional trainings based on how much Ms. Mobley enhanced their practice.
- Hiring substitutes to allow teachers to participate in these trainings proved to be one of the program's greatest successes. Without substitute coverage, only 2.5 hours of PD time would have been available to the staff each week. By having substitutes on-site during PD days, individual/grade bands of teachers could attend longer trainings that were more in-depth and crafted toward their individual needs and those of their students on an ongoing basis.
- Teachers – both designated teacher leaders and other members of staff – recognized that sharing resources was truly a two-way street. The collaboration between P.S. 270 and CPCS is palpable to visitors of our community.
- Folder review is an important component of the STEP system. Despite staffing challenges presented by the P.S. 270 Assistant Principal leaving on medical leave, folder review happened consistently throughout the three assessment cycles to ensure validity of the assessments and identification of data trends.

5. What were your greatest challenges and areas of improvement?

- While teachers overwhelmingly enjoyed the trainings, scheduling presented a challenge. We wanted to utilize the expertise of our consultants with intensive trainings and realized that one hour after school sessions (even if they were the two days each week) was not enough. Staff also let us know that even if they were compensated for their time, they did not want to stay for longer sessions after a long instructional day. The solution we identified was hiring substitutes so that individual teachers/grade level bands could receive targeted trainings. At the same time, it was a challenge to be mindful of the amount of time teachers were away from their students as substitutes do not provide the same quality of rigor.
- While Teacher Leaders were excited to pitch in and support in trainings, they lacked confidence when it came to leading trainings themselves. For the dissemination conference, for example, the three teacher leaders worked together to lead a single

session rather than create three different sessions based on their expertise. Identifying ways to build this confidence in our teacher leaders is an identified area of improvement.

- Completing the assessments in a timely manner proved to be a challenge. While specific training was provided so that teachers could assess two students of different levels simultaneously, more support needs to be provided to help teachers transfer this training into classroom practice. Mrs. Wallace-Anderson scheduled observations during the assessment cycle so that she could ensure students were actively engaged in meaningful work as teachers were assessing single students and provided feedback to support this area of improvement.
- Another challenge was shifting the staff's expectations around STEP. Many expected STEP to be a program that would outline clear steps for remediation based on assessment data. In reality, STEP is a tool that identifies what student's need support with in order to promote their reading growth. Teachers must utilize their expertise and other resources to effectively remediate.

6. When the dissemination grant ends, how will you sustain this work?

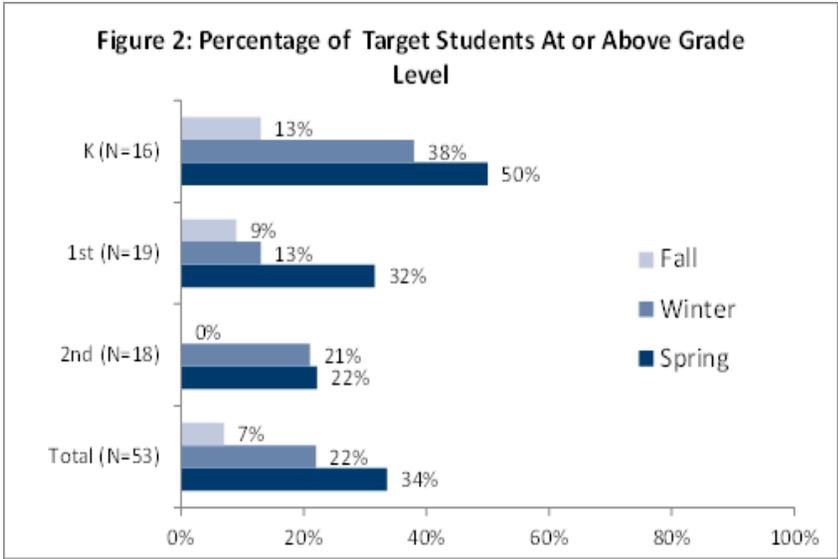
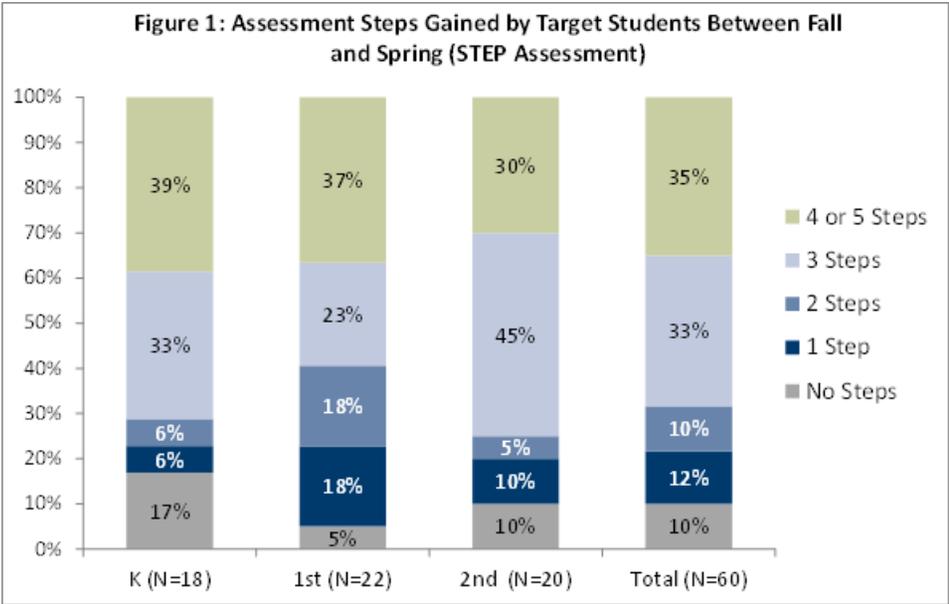
We have begun to put systems and structures in place to build upon the four grant goals beyond SY 2015 – 2016. Most notably, this work will be sustained in the following ways:

- Resource library – A lending library of 524 titles has been created for P.S.270 staff. These titles have been organized by STEP/Fountas and Pinnell level (for levels beyond the STEP range) so that teachers have access to targeted, highly-engaging texts for each of their students. These titles will be utilized daily during guided reading instruction. We have implemented a sign out and organization system so that this resource will benefit the school long after the grant period ends.
- Implementation of STEP program – The STEP Professional Development model has been designed to include three years of on-site support. After this time, it is the responsibility of the school-based team to lead trainings for new team members and refresher session for returning team members. Mrs. Wallace-Anderson has worked in partnership with our STEP Trainer, Ms. Farber, with the goal of taking over the training beyond year three.
- Formal observation schedule between teachers - At our Year Two wrap up meeting, we began to outline a formal observation schedule for teachers between the two schools. We will identify periods of time where teachers can observe one another so that the resource and expertise sharing can continue after the grant ends.
- Sharing PD – CPCS will invite P.S. 270 teachers to their summer institute in August 2015. By having access to these additional trainings, the goals of the grant will be expanded beyond STEP expertise sharing.

Addendum 1

Note: There were 100 feedback forms completed across workshops between December 2014 and May 2015.

Please circle your preferred rating:	Respondent Ns	Not at all	Some-what	Much	Very Much
1. The information was clearly presented.	100	-	1%	25%	74%
2. The session was engaging.	99	-	4%	23%	73%
3. The information presented was useful.	100	-	1%	22%	77%
4. This training covered the topics I expected.	100	1%	1%	24%	74%
5. My knowledge of reading and literacy has increased as a result of this session.	99	1%	7%	29%	63%
6. As a result of my participation in this training, I feel prepared to implement the literacy instructional strategies in my classroom.	99	1%	2%	27%	70%
7. The strategies presented today will improve my students' reading and literacy skills.	100	1%	5%	28%	66%
8. There were sufficient opportunities to ask questions and express ideas.	100	-	2%	21%	77%
9. I intend to use the information or strategies that I learned in my teaching.	99	1%	1%	20%	78%



Addendum 3

Note: There were 55 feedback forms completed at the end of the Educator's Conference on June 4, 2015.

Please circle your preferred rating:	Respondent Ns	Not at all	Somewhat	Much	Very Much
1. The information was clearly presented.	53	-	3.8%	37.7%	58.5%
2. The sessions were engaging.	54	-	3.7%	42.6%	53.7%
3. The information presented was useful.	54	-	5.6%	27.8%	66.7%
4. This training covered the topics I expected.	54	3.7%	5.6%	31.5%	59.3%
5. My ability to support students as readers has been enhanced due to this conference.	54	-	13%	38.9%	48.1%
6. There were sufficient opportunities to ask questions and express ideas.	53	-	5.7%	41.5%	52.8%
7. I leave today with actionable next steps/resources that I can implement in my work.	53	-	7.5%	43.4%	49.1%
8. The logistics of today flowed smoothly so I could focus fully on the event itself.	52	-	3.8%	40.4%	55.8%
9. I would be interested in attending another conference in June 2016.	54	-	11.1%	31.5%	57.4%
10. I would recommend a June 2016 conference to my colleagues/network as a meaningful opportunity.	53	-	5.7%	35.8%	58.5%