

2013-2016 New York Charter School Dissemination Program Interim Progress Report

List the goals of your dissemination project, as outlined in your previously submitted joint work plan. Indicate whether or not these goals have been accomplished to date.

| | Goal | Accomplished? Yes/No | If goal was not accomplished, explain why. |
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| 1. | P.S.270 students in grades K-4 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. | No. | <p>Baseline STEP assessment was conducted on January 13. The second STEP assessment will be conducted sometime between May 19 and June 6. Then the results will be compared to show growth. We have shifted a lot of our focus to teachers completing the assessments correctly for this year as the reliability of the assessments have been a concern in the first round.</p> <p>We would typically expect a years' worth of growth (3 STEP levels) however this year we will measure success by teachers correctly administering the assessment and students making at least one level of growth</p> |
| 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. | Yes | However, this is an area that we will need to continue to focus on in the coming months as it is a new process for most of the PS 270 teachers. |
| 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. | No | While we have identified teachers from PS 270 that are picking up the material quickly they still need substantial support and are not ready to be leaders in the process. Our hope would be to have teachers identified and ready to begin in the fall. |
| 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. | Yes | Dissemination report and conference will be completed by July 31, 2014. |

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| <p>CPCS Director and PS 270 Principal Walk through the building visiting classrooms within P.S. 270 and CPCS. The visit will be with STEP to evaluate the goals best next steps for implementing the program.</p> | <p>STEP</p> | <p>December 3, 2013</p> | <p>Goals, objectives and implementation plan established for the STEP work that will be undertaken throughout the 2013-2014 school year.</p> | <p>CPCS Director and PS 270 Principal walked through the building with STEP consultant, evaluated program goals and established next steps for implementing the program.</p> |
| <p>STEP Coach conducted initial two ½ day trainings for eight P.S. 270 teachers.</p> <p>The two principals presented an overview of the grant and the scope of the work together. Topics included: components of the system, administration procedures, and how assessment works.</p> <p>STEP teacher kits were distributed.</p> | <p>STEP</p> | <p>December 20, 2013</p> <p>January 10, 2014</p> | <p>As a result of training, P.S. 270 teachers accomplished the following:</p> <ol style="list-style-type: none"> 1) Input student data in the web-based data management tool; 2) Navigated the reporting capabilities of the tool at K-4, grade and individual student levels; 3) Managed classroom and K-4 data; and 4) Used evidence to inform instruction | <p>STEP Coach delivered two half day trainings for eight P.S. 270 teachers. CPCS Director and P.S. 270 Principal provided an overview of the grant and explained the scope of work including: components of the system, administration procedures, and how assessment works.</p> <p>As a result of training, P.S. 270 teachers input student data in the web-based data management tool, navigated the reporting capabilities of the tool at K-4, grade and individual student levels, managed classroom and K-4 data and used evidence to inform instruction.</p> |

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| STEP Tool was installed at P.S. 270. CPCS Expert Teachers trained P.S. 270 teachers on uploading data to STEP Tool. | STEP | January 13-17, 2014 | STEP Tool was operational at P.S. 270 | CPCS Expert Teachers trained P.S. 270 teachers on how to upload data to STEP. STEP Tool was installed at and is operational at P.S. 270. |
| CPCS Academic Dean worked with P.S. 270 Principal and P.S. 270 Assistant Principal to set up STEP Tool folders and protocols at PS 270, replicating best Practices at CPCS. | STEP | January 6-17, 2014 | STEP Tool folders were established at P.S. 270. | CPCS Academic Dean worked with P.S. 270 Principal and P.S. 270 Assistant Principal to set up STEP Tool folders and protocols at PS 270, replicating best Practices at CPCS. |
| P.S 270 conducted first STEP assessment / baseline assessment starting January 13 (The second one is scheduled between May 19 and June 6) CPCS Expert Teachers, Director, and Academic Dean provided help with questions, and modelled assessments. | STEP | January 13 | One year's worth of progress will be measured annually in student ELA skills by STEP assessment. Student literacy skills growth will be benchmarked by STEP assessments. | P.S 270 conducted first STEP assessment / baseline assessment on January 13 CPCS Expert Teachers, Director, and Academic Dean provided help with questions, and modelled assessments. We would typically expect a years' worth of growth (3 STEP levels) however this year we will measure success by teachers correctly administering the assessment and students making at least one level of growth . |

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| STEP Folder Review Protocol- CPCS Director and CPCS Academic Dean met with P.S. 270 Principal and Assistant Principal. | STEP Leadership Procedures | February 7, 2014 | Sample STEP Protocol Document and data discussed. | CPCS Director and CPCS Academic Dean met with P.S. 270 Principal and P.S. 270 Assistant Principal to review STEP Folder and discussed assessment data. |
| STEP Coach revisited (and will continue to revisit) P.S. 270 for three to two days in eight week intervals to coach teachers on the following dates: February 24,25, and March 27 & 28 April 28 & 29 (June dates TBD) During the first visit: 1. STEP Coach observed teachers during their literacy block. 2. Data analysis took place during the school day. The goal was to train the leaders from P.S.270 in using STEP, analyzing and evaluating assessment data, as well as assist in planning instructional modifications and interventions to | STEP STEP | Visit one February 24 & 25 Visit two: March 27 and | P.S. 270 teachers improved their data based decision making skills and improved the quality of their instruction. This was evidenced by: 1) Teachers’ analysis and reports on student performance. 2) Subsequent action plans for recommended instructional modification and assessments used in targeted subject area. 3) Teachers implemented a consistent guided reading template for planning and delivery of instruction. As a result, P.S. 270 students’ ELA performance will improve. This will be evidenced by achievement of targeted increases in student academic proficiency in STEP assessments by the end of the school year. | STEP Coach revisited (and will continue to revisit) P.S. 270 for two days in eight week intervals to coach teachers. During the first visit, STEP Coach observed teachers met with teachers and reviewed their assessment folders with them. during their literacy block. Data analysis took place from 3:30-6 p.m. There were three groups doing the analysis, a team with the STEP Coach, one with the CPCS Academic Dean and one with the CPCS Director. (The PS 270 Principal and P.S. 270 Assistant Principal observed.) The leaders from P.S.270 were trained in using STEP, analyzing and evaluating assessment data. The STEP Coach also assisted teachers and leadership in planning instructional modifications and interventions to improve student literacy skills. Additionally, the Leadership Team debriefed the analysis and general trends and next steps were |

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| <p>improve student literacy skills.</p> <p>3. The Leadership Team debriefed the analysis and general trends and next steps were established.</p> <p>The Second Day of the visit was spent with the STEP Coach meeting with small groups of P.S. 270 teachers to introduce the guided reading template and plan for future visits.</p> <p>The second visit in March coupled classroom observation and modeling with teacher workshops. (Subsequent visits will continue to couple classroom observation and modeling with teacher workshops.)</p> | | | | <p>established.</p> <p>The Second Day of the visit was spent with the STEP Coach meeting with small groups of P.S. 270 teachers to introduce the guided reading template.</p> <p>The second visit in March coupled classroom observation and modeling with teacher workshops. (Subsequent visits will continue to couple classroom observation and modeling with teacher workshops.) P.S. 270 teachers improved their data based decision making skills and improved the quality of their instruction. This was evidenced by: teachers’ analysis and reports on student performance and subsequent action plans for recommended instructional modification and assessments used in targeted subject area. Additionally, teachers implemented a consistent guided reading template for planning and delivery of instruction.</p> <p>As a result, P.S. 270 students’ ELA performance will improve. This will be evidenced by achievement of targeted increases in student academic proficiency in STEP assessments by the end of the school</p> |

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| <p>Four CPCS expert teachers coach eight P.S. 270 teachers in implementing STEP weekly for two hours. Coaching includes conducting STEP assessment, analyzing and evaluating STEP data and modifying instruction to better meet student needs.</p> <p>Coaching is in the form of one-on-one mentoring, group workshops, in-class support and project planning for P.S.270 teachers.</p> <p>Data analysis focuses on individual teacher, grade level and school-wide trends in data, reliability work and instructional action plans while literacy content emphasizes comprehension strategies, word level supports and small group differentiated</p> | <p>STEP</p> | <p>December 1, 2013 – June 27, 2014</p> <p>(On-going, weekly)</p> | <p>P.S. 270 teachers are improving their data based decision making skills and the quality of their instruction.</p> <p>As a result of the professional development P.S. 270 teachers are delivering rigorous, evidence based reading instruction in grades K-4. They have more frequent assessment data available, identify students who need extra supports in reading early, have clear intervention strategies attached to each step on the assessment to improve academic progress.</p> <p>This is evidenced by:</p> <ol style="list-style-type: none"> 1) Teachers’ analysis and reports on student performance. 2) Subsequent action plans for recommended instructional modification and assessments used in targeted subject area. 3) Achievement of targeted increases in student academic proficiency. | <p>year.</p> <p>We are still working on building relationships with the two staffs. PS 270 teachers attended a data meeting with the Community Partnership teachers to observe the data analysis process and ask questions about STEP administration.</p> <p>Coaching is in the form of one-on-one mentoring, group workshops, in-class support and project planning for P.S.270 teachers.</p> <p>Data analysis focuses on individual teacher, grade level and school-wide trends in data, reliability work and instructional action plans while literacy content emphasizes comprehension strategies, word level supports and small group differentiated reading instruction.</p> <p>P.S. 270 teachers are improving their data based decision making skills and the quality of their instruction.</p> <p>As a result of the professional development, P.S. 270 teachers are delivering rigorous, evidence based reading instruction in grades K-4. They have more frequent assessment</p> |

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| reading instruction. | | | | <p>data available, identify students who need extra supports in reading early, have clear intervention strategies attached to each step on the assessment to improve academic progress.</p> <p>This is evidenced by:</p> <ol style="list-style-type: none"> 1) Teachers’ analysis and reports on student performance. 2) Subsequent action plans for recommended instructional modification and assessments used in targeted subject area. 3) Achievement of targeted increases in student academic proficiency. |
| Targeted P.S. 270 teachers will become experts in conducting STEP and deliver turn-key training for their colleagues. | STEP | To be completed from May 5, 2014 - June 20, 2014 | Targeted P.S. 270 teachers will deliver turn-key training for their colleagues beginning six months after grant start date. | This activity has not yet taken place. It will take place. We are currently trying to establish a productive course of action as we do not feel that we have clear leaders to turn key. All the teachers require more professional development. |
| CPCS will successfully share STEP expertise with P.S. 270 and disseminate expertise across the education community. | STEP | To be completed by July 31, 2014 | CPCS Dissemination Report and CPCS Dissemination Conference will enlighten education community about the uses of STEP. | CPCS has been successfully sharing STEP expertise with P.S. 270, and disseminating expertise across the education community by its new website, including a web page dedicated to the dissemination grant: |

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| <p>CPCS will:</p> <ol style="list-style-type: none"> 1) Issue a dissemination report; 2) Organize and host a conference; and 3) Maintain a website to disseminate best practices knowledge and expertise to the education community. <p>Additionally, P.S. 270 will establish a website and share program success and accomplishments via the new website.</p> | | | <p>CPCS website has a page dedicated to dissemination grant: http://www.cpcsschool.org/dissemination-grant/</p> <p>Additionally, a newly created P.S. 270 website will further disseminate program success stories and accomplishments.</p> | <p>http://www.cpcsschool.org/dissemination-grant/</p> <p>Dissemination Conference and activities related to that such as CPCS Dissemination Report, will take place by July 31, 2014.</p> <p>P.S. 270 hired a consultant to launch a new website and will further disseminate program success stories and accomplishments through this platform expected to be launched by the end of April .</p> |
| <p>Evaluator will prepare and implement an evaluation matrix.</p> | <p>STEP</p> | <p>Evaluator will be hired by April 25, 2014.</p> | <p>Annual dissemination report will be produced and distributed and annual dissemination conference will be organized and delivered.</p> | <p>These activities have not yet taken place. They will take place by July 31, 2014.</p> |
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Provide a narrative summary of overall progress towards achieving project goals.

Identify specific concerns or issues encountered during project implementation.

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Identify further actions needed and next steps to be taken.

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