



Office of Innovative School Models
Persistently Lowest Achieving (PLA) Schools
School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:		School District:	
Date of Site Visit:		Team Member(s)	

Address _____

Principal Telephone (____) _____ Fax (____) _____

BEDS # _____

School Principal _____ E-mail address _____

SIM /SIL _____ E-mail address _____

Grade Configuration: _____ Total Enrollment: _____

Circle area(s) of PLA identification:

ELA Math HS graduation

List all identified subgroups—SWD, ELL, _____

Circle school intervention model:

Transformation— Was the principal replaced as per model requirement? *(Circle one)* **Y N** Effective Date: _____

Turnaround— Was the principal replaced as per model requirement? *(Circle one)* **Y N** Effective Date: _____
Were 50% of the staff replaced as per model requirement? *(Circle one)* **Y N**

Re-start— External Partnership Organization (EPO) _____
Was principal **replaced** or **retained**?
Was staff screened for rehire/removal prior to start of school year? *(Circle one)* **Y N**

List the school's community-based organization (CBO) partner(s)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

STAFFING	
Organization and Structure	<p># staff employed in the following content areas (Indicate # of new additions to staff added by SIG in parentheses provided)</p> <p>ELA – ()*</p> <p>MATH – ()*</p> <p>SPED – ()*</p> <p>ELL/ESL – ()*</p> <p># of teachers NOT certified in their assigned content area</p> <p># of teachers added to staff by SIG in OTHER curricular areas; list subject areas*</p> <p>*For NYC only—indicate # of teachers designated as MASTER and/or TURNAROUND teacher(s)</p>
Teacher Evaluation	<p>Name(s) of administrator(s) in charge of evaluation:</p> <p>Are all the administrators certified? (circle one) Y N</p> <p>Is the evaluation linked to student performance? (circle one) Y N</p> <p>If no, when will it be implemented?</p> <p>Are teachers in grades 4-8 (including common branch teaching ELA/math) being evaluated under Education Law §3012-c?</p> <p>Have school leaders identified and developed a teacher improvement plan?</p> <p>How often will teachers be evaluated? How many evaluations have teachers had to date?</p> <p>How do teachers receive feedback? How soon after evaluation do they receive it?</p> <p>Describe progress in this area to date (or from last progress report)</p> <p>List strategies that are being implemented to recruit, place and retain staff with the skills necessary to meet the needs of students in the school: (i.e., financial incentives, opportunities for promotion, more flexible work conditions, etc.)</p>

PLANNING	
Student Enrollment	<p>% average daily attendance rate to date</p> <p># of potential long-term absentees</p> <p>List intervention programs or services for students & families with attendance problems (i.e. strategies such as attendance outreach)</p>
Student Performance	How were students selected to participate in intervention programs and what types of support do they receive?
Outcomes	What are the results of these interventions to date?
Teacher Attendance	What is the teacher attendance rate to date? How are teachers supported?

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<p>List professional development provided to teachers and administrators. Include topic lists, PD calendars, and other evidence</p> <p>Are PD attendance records for staff available for NYSED staff to review? (circle one) Y N</p> <p>Describe professional development (PD) for administrators with responsibilities for teacher evaluation</p>

	<i>How were PD topics and presenters selected?</i>
Instructional and Support	<i>Describe professional instructional support available to teachers</i> <i>What is (are) the school's strategy(ies) for improving instruction?</i>
Monitoring and Analysis	<i>How is PD monitored and analyzed to ensure staff participation and classroom implementation?</i>

DATA ANALYSIS

Data that Informs Instruction	<i>What data systems are being used to inform instruction?</i> <i>How is data used to inform decisions related to selection of students for intervention programs, including Academic Intervention Services (AIS)/Response To Intervention (RTI)?</i>
Data & Student Achievement	<i>How is data collected on student achievement used to make instructional decisions, such as differentiation of instruction?</i> <i>Who is involved in data analysis? Are there established data inquiry teams that review data? How often do such teams meet?</i> <i>How often is data collected and analyzed?</i>

CURRICULUM AND TEACHING

Learning Time	<i>What is the length of the school day, and how has it changed from previous years?</i> <i>How often are teachers able to share a common planning time?</i>
Mapped & Paced Curriculum	<i>What Core Standards are being rolled out this year?</i> <i>Has the curriculum been revised to incorporate the Core Standards in the following areas:</i> - ELA (circle one) Y N - MATH (circle one) Y N
Instructional Programming Linked to Student Needs Assessment	<i>How has the curriculum been revised to address students' needs based on assessment?</i> <i>Who was involved in making decisions on these changes?</i>
Effective Teaching Practices	<i>What observable evidence is available to determine academic rigor, relevance, pacing, alignment of curriculum to Core Standards and level of student engagement?</i> <i>Who is working with teachers to implement changes in classroom practice?</i> <i>Planning and Preparation</i> <input type="checkbox"/> Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> Demonstrating Knowledge of Students <input type="checkbox"/> Setting Instructional Outcomes <input type="checkbox"/> Demonstrating Knowledge of Resources <input type="checkbox"/> Designing Coherent Instruction <input type="checkbox"/> Designing Student Assessments <i>The Classroom Environment</i> <input type="checkbox"/> Creating an Environment of Respect and Rapport <input type="checkbox"/> Establishing a Culture for Learning <input type="checkbox"/> Managing Classroom Procedures <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Organizing Physical Space

	<p><i>Instruction</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating with Students <input type="checkbox"/> Using Questioning and Discussion Techniques <input type="checkbox"/> Engaging Students in Learning <input type="checkbox"/> Using Assessment in Instruction <input type="checkbox"/> Demonstrating Flexibility and Responsiveness <p><i>Professional Responsibilities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting on Teaching <input type="checkbox"/> Maintaining Accurate Records <input type="checkbox"/> Communicating with Families <input type="checkbox"/> Participating in a Professional Community <input type="checkbox"/> Growing and Developing Professionally <input type="checkbox"/> Showing Professionalism
ELL/SWD	<p><i>What instructional programs are in place to support the needs of English Language Learners (ELL)?</i></p> <p><i>What instructional programs are in place to support the needs students with disabilities (SWD)?</i></p> <p><i>Are sufficient numbers of highly qualified staff available to support ELL and SWD?</i></p>

STUDENT SUPPORT	
Additional Social/Emotional Support	<p><i>Are students receiving extra academic and developmental support based on student need (AIS/RTI, character development, PBIS)? (circle one) Y N</i></p> <p><i>List the extra academic and developmental support programs</i></p>
Counseling	<p><i>What student support services are in place to provide students in need with additional social support, such as:</i></p> <ul style="list-style-type: none"> - education/career counseling, - social work, - drug/alcohol/violence counseling, - school psychologist/mental health & other health professionals - attendance, - code of conduct - credit recovery - other
Enrichment Opportunities	<p><i>Are there opportunities for students to participate in academic and social enrichment activities, e.g.,</i></p> <ul style="list-style-type: none"> - college orientations, college and career fairs and college visits - leadership development - service learning - Other (AP courses, college courses/early college programs, clubs, sports, etc.)

SCHOOL LEADERSHIP	
Effective Leadership and Principal Evaluation	<p><i>How has the school leader demonstrated that she/he has the experience and skills needed to implement successfully one of the SIG models and to act as a change agent for the school?</i></p> <p><i>Are principals in buildings with grades 4-8 students now being evaluated under new Law?</i></p> <p><i>How often is the principal evaluated?</i></p> <p><i>Is the principal mentored, and if so, how often?</i></p> <p><i>Have school leaders identified the list of approved student assessments that are linked to teacher and principal performance?</i></p> <p><i>Have school leaders identified and developed a principal improvement plan?</i></p>

	<i>What are the outcomes (actions) of the observation(s) and/or mentoring to date?</i>
Leadership Development	<i>List professional development provided for administrators (separate and/or different from teachers)</i>
School Improvement Manager/External Providers	<i>How is the school being guided and informed by its partnership with its school improvement manager (SIM)?</i> <i>How is the school being guided and informed by its partnership with the EPO?</i> <i>How does the SIM or EPO monitor the progress of the implementation of the SIG transformation plan?</i> <i>How often do the EPO, SIM and CBO partners meet with school administrators to discuss SIG progress?</i>
Building Level Leadership Team	<i>How often does the building leadership team meet to evaluate the progress of the implementation of the school transformation model?</i> <i>How are these meetings documented? (Provide documentation)</i>

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT

Parent Involvement	<i>Does school have a parent involvement plan?</i> <i>How are parents involved in the school?</i> <i>How often are parents involved and in what capacity?</i>
External/Community-Based Partners	<i>Does school have an external/community based partnership plan?</i> <i>What partners are providing services to students?</i> <i>What services are provided?</i> <i>How does the EPO evaluate the success of these services?</i>

BUDGET AND OTHER FUNDING SOURCES

Budget Modifications	<i>Have budget modifications that impact the SIG plan program been made?</i>
Use of 1003(g) or 1003(a) grant funding	<i>What funding is being used to support school programs?</i>
Use of Other Funding	<i>Are there other non-SIG resources used to support and sustain the program?</i>

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT

District Support	<i>How is the district or NYCDOE providing support to the school to ensure that the school is meeting its goals?</i> <i>How is the school reform model evaluated?</i> <i>How is the progress of the implementation of the SIG evaluated?</i> <i>How often does evaluation take place?</i>
JIT/SIG Alignment	<i>How are JIT recommendations and the requirements of the SIG application aligned?</i>