

Receivership Quarterly Report #4

Commissioner's Regulations 100.19 require each school in Receivership during the 2015-16 school year to submit Quarterly Reports. The Quarter 4 report for schools in Receivership during the 2015-16 school year will consist of a brief, year-end summary, survey of questions, which will require written responses.

Survey questions relate to the school's accomplishments and challenges in implementing Receivership, and ways in which the Office of Innovation and School Reform has supported that implementation and can better support schools in the future. Please answer all questions as honestly and candidly as possible. Your feedback will allow us to improve our service to your district and schools.

We'd also like to take this opportunity to remind districts that have schools in Receivership during the 2016-17 school year, that it is a requirement of Commissioner's Regulations 100.19 to conduct an annual Public Hearing "within 30 calendar days of the first day of student attendance in September 2016," for the purpose of "discussing the performance of the designated school and the construct of Receivership." (See page 8 of the following link:

<http://www.p12.nysed.gov/accountability/de/documents/MostRecent100.19Regs915p12a2.pdf>

School Information

<p>School Name: FRANK A. SEDITA School BEDS Code: 140600010130 District: Buffalo City School District Superintendent: Dr. Kriner Cash School Principal: Dawn DiNatale Additional District Personnel Responsible for Program Oversight and Report Validation: Cassandra Wright, Associate Superintendent of School Leadership Grade Configuration: Pre-K - 8 SIG/SIF/SCEP, and Cohort/Model: SIG 5/ Transformation</p>

Executive Summary

Please provide a plain-language summary of the current reporting 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.

The implementation of the key strategies in the building were completed by the end of the school year. Developing an engaging and highly rigorous curriculum was evidenced in both walkthroughs by the administration in the classrooms and instructional rounds conducted by the Literacy Initiative Team monitoring implementation of the literacy strategies. Teachers included more rigor in their lessons as evidenced in the lesson plans, aligning the Mastery Learning Objective to the Common Core Learning Standards. Professional development opportunities for the teachers were completed including the last round of Skillful Teacher training, Guided Reading, Co-Teaching, and Understanding By Design, backward planning. The Literacy Implementation Team (LIT) has met to discuss continued implementation, professional development for new staff, and continued monitoring and support that is set to start in September. The Dual Language team finished planning three unit plans and will continue with two additional units over the summer. Professional development that focuses on Team teaching is set to occur in August to prepare the staff for the upcoming year. The staff has been using data in order to plan lessons and provide support for students. Administration and Instructional coaches have conducted grade level meetings consistently every six day cycle reviewing the Literacy data, assessments and reviewing objectives to align them with the standards. Additional support has been given to teachers by the coaches to assist in creating a Mastery Learning Objective and Criteria for Success in their lesson plans. To address both Level 1 and Level 2 indicators of improving academic achievement and assessment scores, the focus has been on improving instruction. Professional development has been completed to improve lesson planning and has been monitored by administration on a weekly basis. Walkthroughs in the classroom combined with reviewing lesson plans and giving feedback has proven to be effective for the implementation of these strategies. To address our English Language Learners, additional instructional strategies for these learners has been conducted during our faculty meetings by a representative from the Multilingual department. The Extended Learning Time or afterschool program successfully completed the required hours. The Social Academic Instructional group met monthly to analyze interventions for those students requiring additional support. Skill streaming lessons were completed in the classrooms and a school-wide Positive Behavior Intervention and Supports fair was held at the end of the year that included all students that helped to improve school culture and community. To further engage the community, the Community Engagement Team met monthly with parents and the parent facilitator to discuss the DTSDE report and develop action plans for school improvements. A weekly parent newsletter was created and sent home which included events and

updates for the parents. Frank A. Sedita held its first annual Multicultural Night which invited family and community members to come and celebrate the many different cultures that can be found within the school. There were performances and cultural food for the families and community members to enjoy. This was our last community event of the school year.

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform (OISR) would be helpful in addressing this challenge?

The greatest challenge yet to be addressed is the students that continue to read below grade level, specifically in the Bilingual classrooms. The steps that have been taken to address this challenge has been the implementation of the Dual Language program in PreK and the Translanguaging training for the teachers. Frank A. Sedita received a grant from the City University of New York that has assisted in both of these areas. However, the district lacks certified Bilingual teachers that are able to instruct bilingual students. More support to improve the instruction of our Bilingual students is needed.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

The greatest accomplishment from the past year is the Literacy Initiative that is happening throughout the building in all grade levels and subject areas. This initiative is working to build the teachers capacity and to ensure classroom instruction is meeting the needs of all students. This initiative will help to build the skills necessary for students to be successful on the New York State Assessments as well as in their future careers. The literacy initiative is working to improve the students writing, reading and comprehension levels. There are several different instructional practices that are happening throughout the building and they include the following: peer-assisted reading, vocabulary development, open-ended response writing, active reading, guided reading, translanguaging, Dual Language and Magic Penny. All these different instructional practices and programs are helping to build the literacy of all the students within the building.

3. What is one practice that OISR should continue in working to support Receivership schools?

One practice at OISR should continue in working to support Receivership schools is community and district outreach. The community as a whole needs to have a better understanding about what Receivership is and what the plan is for the schools.

School community members are lacking knowledge of what is happening throughout the schools and district.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

One practice that OISR should discontinue in working to support Receivership schools is having schools write specific actions for each targeted indicator. Many of the turn-around practices address improving many achievement-based indicators.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

One practice that OISR should consider adopting in their work to support Receivership schools is to ensure proper staffing numbers and that all classroom vacancies are filled in a timely fashion. It is critical for schools, especially schools who are under Receivership, have the proper tools and personnel necessary to be supportive of the students and their educational needs.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

The superintendent receiver used his superintendent authority in order to allow for additional faculty meetings and mandatory professional development outside of school hours for teachers. The mandatory professional development was impactful because it allowed the additional time needed in order to provide support to teachers within the school. The time was helpful with implementing several initiatives within the school.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

The school decision making process changed during the first year of Receivership with ensuring alignment of resources and professional development to the DTSDE report and state assessment results. This has contributed to improved outcomes in several areas of student achievement and teacher practices. The DIBELS scores show an increase in student fluency throughout the school. The initial results of the DRA2 data also shows an increase in fluency and retell for the students. Teachers are planning on using literacy strategies embedded into their daily instruction. These are connected to areas of Tenet 4 from the DTSDE that needed improvement. Receivership has allowed the staff to connect the professional development and

school-wide initiatives to a purpose and reason for the changes within the school building.

8. Would you send a team to a “What Works in Receivership - Best Practices” Conference?

Yes or No?

Yes, Frank A. Sedita would like to send a team to a “What Works in Receivership-Best Practices Conference”.

9. Would your team be willing to present a best practice at that conference?

Yes or No?

Yes, the team at Frank A. Sedita will be willing to present a best practice at the conference.

10. If so, what best practice would you present?

The best practice we would present would be our Literacy Initiative which is a part of the larger scope of work to increase students reading, comprehension and writing levels plan happening at Frank A. Sedita.