

# 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><b>School Name:</b> D'Youville-Porter Campus School #3 <b>School BEDS Code:</b> 140600010003 <b>District:</b> Buffalo City School District <b>Superintendent:</b> Dr. Kriner Cash <b>School Principal:</b> Mrs. Sharon Brown <b>Additional District Personnel Responsible for Program Oversight and Report Validation:</b> Casandra Wright, Associate Superintendent of School Leadership <b>Grade Configuration:</b> PreK - 8 <b>SIG/SIF/SCEP, and Cohort/Model:</b> SIG Cohort 5/Transformation</p>
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## 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***.

D'Youville Porter Campus, School #3's leadership team and the school community work collaboratively with their partner, WestEd, to implement professional development and instructional supports for teachers. As a transformation partner, West Ed works directly with School #3's leadership team and staff to provide research-based strategies shown to significantly impact student achievement. As a result of analyzing data, this partnership identified the following key instructional strategies to focus on for the entire school year to improve student achievement:

~Culturally and linguistically responsive teaching strategies: The school continues to build upon teaching strategies that support the students' languages and cultures. WestEd continues to provide training to the leadership team and teachers on Reading to Learn (RtL) strategies such as reading support in the various contents of Reading, Math, Social, Science, etc. The RtL approach helps teachers to improve their practices of designing and implementing Common Core Standards-Based lessons. The approach helps students to understand difficult text and to think deeply about the reading.

~Co-Teaching: The school's leadership team and WestEd implemented a professional development plan that supports the co-teachers. The professional development that co-teachers participated in this quarter is better preparing them to enhance their lessons to meet the diverse needs of their students.

~Instructional Coaching: The instructional coaches support teachers by scheduling pre –conferences to plan the lessons together and they model lessons. The coaches conduct post-conferences where the teacher and the coach reflect upon the lesson and identify instructional strategies that will meet the academic needs of the students. The instructional coach provides training for teachers on how to further support students.

~Dual Language: The school phased in its first Dual Language Program at the Pre-Kindergarten level. WestEd consultants provide ongoing technical assistance to the teachers in support of the continued development of the school's Dual Language Program.

~Facilitated Grade Level and Common Planning Meetings: Administration and instructional coaches plan and facilitate grade level and common planning meetings where content data are analyzed to identify areas in need of development. Teachers are in the process of revisiting year-long action plans to address the focus areas.

The school's Community Engagement Team, which is comprised of administration, teachers, parents, students, and a school partner engaged in meetings during this quarter to revisit the Continuation Plan, and revise the quarterly reports. The team meets monthly to monitor the progress of the Continuation Plan. Discussions during the Community Engagement Team were centered on receivership guidelines. The minutes from the Community Engagement Team Meeting are shared with the school community.

The Community Engagement Team will continue to collaborate with the faculty, staff, parents, students, and WestEd to monitor the progress toward meeting the Level 1 and 2 Indicators. The Continuation Plan will be monitored on an ongoing basis to determine if the professional development and instructional strategies implemented are having a positive impact on students.

**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?**

Greatest Challenge:

- The unfilled positions at School #3 would be the greatest challenge that is yet to be addressed. The lack of Bilingual certified teachers and losing teachers to circumstances such as sick leave or positions in other districts are the greatest challenges the school has yet to successfully address. It is difficult to sustain a strong learning environment with multiple substitute teachers and/or non-certified teachers in the classroom.

Steps Taken to Address this Challenge:

- School #3 will implement a mentor program (separate from the district mentor program). New teachers will participate in the following: An experienced teacher to communicate with regularly, access to grade level mentor meetings, and meetings with administration to discuss concerns, practices, strategies, etc. Administration will also hold exit meetings with any teacher who is leaving the building for another position to discuss why they are leaving and what, if any, improvements can be made at the building level.

Support Requested from OISR:

- OISR needs to conduct a State-Wide Survey of current and former Bilingual teachers as well as collaborate with the Universities to recruit individuals to pursue Bilingual Certification. While School #3 will provide the substitute teacher and students with additional supports such as but not limited to embedded professional development, coaching, additional support beyond grade level meetings, collaborate with parents to ensure that the students are enrolled in the Extended Learning Time Program, etc., if the district has exhausted all resources and avenues for providing School #3 with certified/qualified Bilingual teachers for unfilled positions, the OISR should not hold School #3 accountable for attaining achievement targets for the impacted classroom(s).

**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?**

Greatest Accomplishment:

- The greatest accomplishment is the cohesiveness and team building efforts of the faculty and staff of School #3. This team effectively collaborates on various aspects of school improvement. Colleagues have come together to support one another on behalf of students in a nurturing and trusting atmosphere. As a result of the professional development that teachers received, grade level teams use a lesson planning protocol to create standards-based lesson plans. A teacher from the grade level team voluntarily invited their colleagues, educational consultants, and administration into their classrooms to observe the lesson that was planned the day prior. The observation is non-evaluative. Following the lesson, the team met together to discuss the lesson in order to offer positive, as well as constructive feedback. Teachers also volunteered extensive time and expertise to come together in order to plan various extra-curricular activities to spur parental involvement and further develop multicultural ecology at the school. School #3 hosted its first Multicultural Celebration, which is expected to become an annual event. Numerous cultures that make up the School #3 community were celebrated during an evening event. PTO, families, teachers, parents, and students gathered to share multicultural facts, engaging activities, and food as they appreciated their differences and similarities at a school-wide event. School #3 celebrated the diverse cultures of its student population by inviting families to share their unique cultures with one another at an evening event. Students presented information on various aspects of their culture, brought a food dish characteristic of their culture to share, and experienced food and traditions of other cultures. The event also included booths where students displayed facts about countries and their cultures as well as the arts, crafts, and games. The event was a resounding success with the most parental participation observed at a School #3 event in many years. As a result of the increase in staff and faculty collaboration, School #3 has become a stronger and more collaborative school community.

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

#### OISR Needs to Maintain:

- The mandated accountability reporting practices should be continued such as requiring the Community Engagement Team (CET) to complete the Quarterly Reports. The accountability reporting has further encouraged the CET to take the time as a team to analyze data in a more systematic manner while seeking actions steps to address the students' needs while soliciting greater input from ALL stakeholders in the school. This requirement has given students and parents not just a seat at the table, but real influence in the decision making process and progress monitoring.

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

OISR Needs to Discontinue:

- One practice that the OISR should discontinue is its use of what many perceive as a threatening posture to promote school achievement. The fear and anxiety created by the stated possibility of School Closure, Outside Receiver, Involuntary Transfer, etc. is counterproductive. Many members within the school community view this approach as punitive. These consequences are frequently perceived as working against the constituents' objectives of creating a safe and positive learning environment and instead, create for many a sense of instability and uncertainty amongst several stakeholders, which interferes with student achievement.

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

OISR Needs to Adopt:

- One practice that the OISR should adopt in their work to support Receivership schools is ensuring that the funding arrives by July 1st. This would assist the Receivership schools to receive a jump start on the implementation of new strategies and practices to support academic success and in reaching the school's goals for the year. Last year's delay prevented the school's educational partner, WestEd, from beginning the school year within the original timeline. They did not come on board until October which affected the immediate support to faculty and students as well as feedback that could have been provided to the Community Engagement Team to further plan in how to support faculty and staff.

**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.**

Superintendent Receivership Authority:

- While the superintendent was not able to utilize all of the authority given to him due to union constraints, he did use some powers.

Superintendent Impact:

- The Superintendent did allow administration in the receivership buildings the power to transfer teachers into or out of the building. The superintendent also called special meetings for receivership principals to hear personally what supports their building may need.

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

Changes in Decision Making Process:

- School 3 added a Community Engagement Team that meets monthly to discuss the implementation and progress of the School Improvement Grant. The team is made up of members of the School Based Management Team with the addition of Building Committee Members, parents, and students. The teachers on the CET also have lead roles for a committee within the school. This allows for discussions to occur and decisions to be made with the voices of everyone involved or affected by these decisions.

Improved Outcomes:

- Significant reduction of short term suspensions from 7.7% to 5.2%. This is due to more parent conferences with school staff, effective implementation of Positive Behavior Intervention Supports. As a result of students exhibiting positive behaviors and focusing on their academics, the teachers volunteered to take the eighth graders to Washington D.C. for an educational field trip for the first time. Parent involvement has increased with approximately 300 parents in attendance at the June 2016 Multicultural Celebration. Grade Level Meeting time has been used more effectively – including, but not limited to, teachers opening their classrooms for peer observations, grade level teams are solidifying and working not only to improve current teaching practice, but future practice as well. This has resulted in the increases in ELA and Math Benchmark data.

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

Yes or No? YES

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

Yes or No? NO

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

None