Office of School Leadership

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Date:	July 3rd, 2018
To:	Principals of Schools: 3, 30, 37, 74, 94, 97, 204, 205, 207, 208, 307, and 309
CC:	Associate Superintendents of School Leadership
From:	Office of School Leadership
Subject:	Receivership Quarter 4 Survey

Commissioner's Regulations §100.19 require each school in Receivership to submit Quarterly Reports. The Quarter 4 report for schools in Receivership during the 2017-18 school year will consist of a brief, year-end summarizing survey which will require written responses.

Please see the following paragraphs below to understand the NYSED request:

Survey questions relate to the school's accomplishments and challenges in implementing Receivership, and ways in which the SED Office of Innovation can better support schools in the future. Please answer all questions as honestly, candidly, and professionally 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 2018-19 school year, that it is a requirement of Commissioner's Regulations §100.19 to **conduct an annual Public Hearing (community meeting) "within 30 calendar days of the first day of student attendance in September 2018,"** *for "discussing the performance of the designated school and the construct of Receivership."*

Since this survey report serves as your Quarter 4 report, as per CR § 100.19, the school's completed survey must be made publicly available in the school district's offices and posted on the school district's website. **The Office of School Leadership (OSL) will post the survey results to the District website.**

Please submit this document to Diane Andreana (dandreana@buffaloschools.org) by end of business on **July 11th**. The Associate Superintendents of School Leadership will review responses and OSL will upload responses to SED. Questions 4, 5, 8, and 9 have a standard answer. If you would like to add additional information, please do so using red font color.

1. **Respondent's credentials:**

School District:	Buffalo City School District
Superintendent:	Dr. Kriner Cash
School Name:	D'Youville Porter Campus #3
School Principal Name:	Freddy Barrera
School Principal Appointment Date:	August, 2017

2. **What are the accomplishments from the 2017-18 school year that you would like the community to know about your school?**

1. **The revamp of the Extended Learning Time (ELT)** expanded into Saturdays. School #3 was able to implement Saturday Academies in a short period of time. Saturday Academies have three goals: A. Building students' background knowledge through the exposure of art, music, sports, and science. B. Promoting parents' involvement and engagement through ESL classes to adults, and parents' participation in the various activities. Students and parents were part of the designing of T-shirts with the school's logo, and the drawing and painting of the mural that depicts the map of Puerto Rico. C. Involving the overall community in the school's major events throughout the year: down to the core night, parent engagement night, etc.
2. **The continuation and implementation of the POD** (planning – observing – debriefing) cycle. As a result of the professional development that teachers received – Reading to Learn, backward planning, math lesson tuning - grade level teams are now using a lesson planning protocol to create standards-based lesson plans. A teacher from the grade level team voluntarily invite 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 meets to discuss the lesson in order to offer positive, and constructive feedback. Each grade level teacher and support teachers were able to be part of the POD cycle during the 2017-18 school year.
3. **The implementation of the math and reading areas** in every classroom. Math and reading areas are used to differentiate during the lesson blocks as well as during the RTI time. Teachers' lesson plans reflect a careful review of the data, and the use of these areas to meet the students' needs.
4. **The implementation of extended homeroom time on Fridays.** During this time, grades 5th to 8th students watch a short video on life / social-emotional skills. This video comes with a set of questions to trigger positive discussion among the students. The reflection and discussion help as a character builder as well.

3. **Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve, and what steps will be taken in 2018-19 to make Demonstrable Improvement on these indicators?**

<u>**Indicator #5 – School Safety:**</u> School #3's population has been impacted by <u>the overwhelming amount of new students (over 100 students) coming from Puerto Rico</u> as a result of the hurricane Maria. These students are coming to us with little or no English. In addition, these students come with social-emotional traumatic needs due to the home displacement and cultural outrooting. Furthermore, many of these students come with learning challenging needs, and in some cases, they already have an IEP document attached to their files. The above mentioned challenges, and the cultural shock faced by the students, have also affected our programs and instruction. This creates behavioral issues, and disruption to the learning environment.

As stated above, these challenges affect the instructional practice, and therefore, they impact **the school's ELA and math indicators.** Also, <u>the shortage of qualified bilingual teachers</u> only added more constraints to the school's plans to achieve its goals.

D'Youville Porter Campus #3 has initiated the implementation of the extended homeroom time to address the social-emotional needs of the students. School #3 will revamp these efforts with the restorative circles practice. All teachers were trained on restorative circles and trauma informed care. Time has been built into the 2018-19 schedule for all grade-level teachers to facilitate restorative circles in their classrooms.

D'Youville Porter Campus #3 budgeted in a full time bilingual guidance counselor. The assigned bilingual counselor will implement an orientation program deigned to welcome the new comers, and help them in the process of transitioning and settling in the new country, school and culture. The new counselor will meet with data-based focused groups to continue the mentoring and monitoring of the students.

D'Youville Porter campus #3 will continue with the implementation of POD cycles (see above question #2) to establish a culture of collaboration and learning from best practice.

D'Youville Porter Campus #3 will departmentalize grades 4 to 6. This change aims at capitalizing on the teachers' strengths on ELA and math. Vertical CPT will be implemented to look at how the standards relate, focus on power standards, and inform the backward planning.

D'Youville Porter Campus #3 will closely work with the multilingual department to address the shortage of bilingual teachers, and to continue the efforts to search for qualifies candidates to serve the students in Buffalo.

4. **Did the Superintendent use their receivership authority in the 2017-18 school year? If so, how?** OSL has completed this section. The powers below were invoked by schools in 2017-18.

☑ **Yes**   ☐ **No**

Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay.

Discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents; district will provide training where needed.

Discretion and ability to modify schedule at any time to add more common planning time.

Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority.

Right to require that teachers attend professional development (PD) (based on the needs of the school) the receiver deems necessary; 30 days' advance notice to teachers; PD will be offered more than once if it is after the school day/school year; teachers will receive additional compensation if PD is after school day/school year.

Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority.

Discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate.

5. **Is your district interested in presenting a best practice at the second Promising Practices conference?** OSL has completed this section. Below are the best practices from each quarterly report. Please add more if you would like. This does not commit your school to presenting at the Promising Practices conference.

☑ **Yes**   ☐ **No**

Ongoing feedback to teachers regarding their DOK lessons and instruction: The leadership team uses Dr. Karina Hess' Cognitive Rigor Matrices to analyze lesson plans and instructions. The matrices crosses Bloom's Taxonomy with Webb's Depth of Knowledge.

The team uses Google forms to document DOK lesson plans and lesson. There are three types of forms – Writing, Reading, and math. Once the information is submitted, a spreadsheet can be generated. We use the spreadsheet to look for trends in DOK levels.

Teachers receive weekly feedback from lesson plan submission regarding DOK instruction and task alignment to levels of DOK.

<u>Infusing the Use of IXL Math into grades 3 – 8 Instruction</u>: Students in grades 3-8 have been using IXL Math during their Math RtI and AIS periods. Students also practice IXL at home on laptops provided through the technology pilot program. To determine the overall impact on student performance, student usage reports since the initiation of the program have been analyzed. Between October 31, 2017 and April 18, 2018, students accessed IXL Math for 1,389 hours and 53 minutes. Students showed mastery in 1,321 skills. The anticipated outcome for the daily use of IXL Math is that mastery of student mathematical skills will show continued improvement as evidenced in student performance on Math assessments. The use of IXL Math has positively supplemented daily instruction as teachers have the ability to assign individual students with differentiated practice skills to close mathematical gaps. This model can be effectively replicated in different schools depending on the allocation of time in the Math RtI or AIS periods and the availability of technology for student use.

<u>Data Driven Inquiry</u>: Data driven inquiry has been implemented during grade level and faculty meetings. All educators at School 74 have received professional development and ongoing support in the DDI process from our partner, REACH, LLC., and the Early Intervention Program Coordinator. Teachers are using an ongoing analysis of student achievement data to determine the need for changes in instruction and identification of necessary interventions for students.

<u>The Using Data Process (DDI protocol)</u>: The Using Data Process of Collaborative Inquiry (Using Data Process) offers a structured process for ongoing investigation of data with the goal of improving teaching and learning. The professional development is based on the book written by Nancy Love, Stiles, Mundry and DiRanna, "Unleashing the Power of Collaborative Inquiry, the Data Coach's Guide." The professional development addresses the critical achievement crisis as described in the background by building the knowledge and skills of Data Coaches-grade level leaders and administrators- specially trained to guide the use of data—to lead Data Teams in collaborative inquiry.

Collaborative inquiry is a process where teachers and administrators work together in Data Teams to make sense of student learning and other data and embrace and test out solutions together through rigorous use of data and ongoing reflective dialogue. Through the Using Data Process, Data Teams become vital centers of collaboration, meeting regularly to engage in Data-Driven Dialogue. Data Driven Dialogue is based on four phases: predicting, going visual with the data, observing the data and making inferences. Through inference teachers brainstorm what may work in their classrooms. The Data Teams use multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are the final and necessary step to improve results for students. In sum, the purpose of the Using Data Process is to guide Data Teams in collaborative inquiry and to influence the culture of schools to be

one in which data are used continuously, collaboratively, and effectively to improve teaching and learning.

Building Teacher Leaders through Modeling: Teachers modeling best practice strategies during grade levels and scheduling times for teachers to view other teachers in action as they model strategies that work for students. This, again, allows for best practices to sustain throughout the building when funding ceases.

Action Plan for individual student growth in math and ELA based on assessment data: The inquiry cycle of DDI includes assessment, analysis, and creating an action plan for school-wide support of all students' success.

The first component is matching high quality intervention through learning areas that are matched to student's educational and behavioral needs. Second, progress monitoring is used to assess the need for changes in instruction or goals. Third, student responses from progress monitoring data is the basis of important educational decisions, which include additional levels or tiers of instructional support.

Video POD cycle: In the Video POD cycle, teachers participate in a discussion about the planning of the observed teacher, view and make observations about the lesson, then debrief to share feedback with the observed teacher as well as a discussion of how the observed practices can be implemented throughout content areas. Doing so allows for the observed teacher to further improve their practice, and for all other teachers to incorporate best practices throughout the building into their instruction to improve student achievement. The Video POD cycle allows teachers to share and analyze best practices with grade level teams and throughout the building to improve all teachers' instructional practices. This process has been further developed by the use of Video Ant. This program allows teachers to upload their videos onto the site securely. Teachers then share the link with the members of their team, and the team members can provide minute by minute feedback to teacher on their instruction on the site.

SMART goals: SMART goals have been developed by teachers to individualize instruction. Teachers have used these individual student SMART goals to have conversations with students for them to be able to create student goals so that students can be able to self-monitor their progress. These goals are to be looked at every six weeks, and adjusted as needed to help students achieve their individualized SMART goals for the school year.

Grade level facilitators: We have designated teachers at each grade level, as well as ENL, Special Area and Special Education teachers, as teacher leaders in the building. These teachers have monthly training sessions with our consultant agency West Ed in order to learn how to successfully run grade level meetings and the multiple protocols our building has adopted in order to close the gap and increase student achievement. This quarter, facilitators were all given the opportunity under the supervision of West Ed to run multiple protocol sessions with their team members during a mandatory West Hertel PD session. Our West Ed consultant gave an overview of each protocol, and then teachers were released to work in groups in order to complete multiple protocols based on each group's needs. Facilitators had the chance to run these meetings and ask our consultant for assistance as needed in order to build confidence in their leadership skill, and increase building capacity to continue this work next year.

6. Summarize the trends in student achievement data that has resulted from the implementation of the SCEP or SIG plan. What has improved, and what has not?

The NYS ELA / Math data has not been fully released. The following is a summarized view of the last year's data – 2016-17 in comparison with the new 2017-18 targets.

Indicator : 3-8 ELA All Students Level 2 and above

Baseline: 34%

Goal: 35%

Make Progress: 37% 2017-2018

Progress Target: 40%

Indicator : 3-8 Math All Students Level 2 and above

Baseline: 28%

Goal: 29%

Make Progress: 31% 2017-2018

Progress Target: 34%

An analysis of the partially released data in ELA and Math tests has unveiled the following trends:

Multiple choice - important to note the amount of students with no response has dropped from 10 students to only 1 student - when students are prompted with a guided support such as **multiple choice** the student is able to record a response.

Domain specific words such as in questions 1, 3 (ELA) / 3rd grade) show 51% to 77% mastery. This reflects great strengths for our bilingual students.

In comparison - within the multiple choice questions – the data shows that 32% to 77% of students have the correct responses - in reading literature and reading informational texts. This is a significant improvement on the new NYS shift. When it comes to analysis the student responses such as in question #22 - show 24 (ELA / 3rd grade) students selected the correct response and 27 selected choice A - the analysis shows the student selection to be based on the interpretation of the question - Question 22 asks for a specific sequence of events following an action, which is noted in the correct response of choice B. However, choice A also answers the question but as an overall choice, and not speaking specifically to the event. Students select the choice that still follows the story events but are not selecting to the specifics.

One standard of focus is RI3.7 - gaining information from illustrations – D'Youville Porter Campus will have a goal for 2018-2019 school year: The school will incorporate Art - use of art work to gain information - SS use of maps to gain information and photographs - Science use of

real images to gain information- Allowing students to write across curriculum to enforce skills, and to target the above standard.

MATH

65% of students mastering the pattern of grouping to interpret multiplication of objects - question #6 is also supported by the data of #30 - to identify arithmetic patterns with 52% student mastery.

Students scored the highest within the released data in MC #32 - showing 74% of students displayed mastery of parts to a whole of given shapes.

Students in grade 3 display 54% showing mastery of time in the given question # 17.

CONSTRUCTED RESPONSE

Highest scored of released data shows 42% of students mastering question #35 of constructive response - standard 3.OA.1 - same as MC - with 65% of student mastery with same standard.

Students displayed the lowest mastery with question related to standard 3.MD.7b and d - as with MC #31 and CR 39 - relating multiplication and addition to find areas in the cluster of geometric measurement.

FOCUS - The conceptual mathematical frame, and how to solve two / more step word problems.

Constructed responses questions are still a challenge in both, ELA and math test. D'Youville Porter Campus will also focus on independent reading and writing within all subject areas.

D'Youville Porter Campus will continue to analyze the data, and support and monitor the progress of identified students. The academic vocabulary, orally and in writing, will be the focus for the year 2018-19.

7. **Describe the role on the Community Engagement Team in the development and oversight of the implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.**

The school's Community Engagement Team, which is comprised of administration, teachers, parents, students, and a school partner (WestEd) engaged in meetings to revisit the Continuation Plan, and revised the quarterly reports. The team met monthly to monitor the progress of the Continuation Plan. Discussions during the CET were centered on receivership guidelines, and indicators.   The minutes from the SBMT/CET meetings were shared with the school community.

Since D'Youville Porter Campus became a late-start school, the CET has found the morning meetings to be difficult to attend. During the 2018-19, D'Youville Porter Campus will work with parents and students in a more flexible schedule. This schedule will include after-school hours and during the school day. The parent-leaders will facilitate the monthly PTO meetings in order to disseminate progress information, and data. CET will also be a coordinating part of training opportunities offered to parents, the implementation of the parent room, and the coordination of the parent volunteer program. The CET will also be involved in the DPCC, the wellness team, and the promoting of ESL classes during Saturday Academies, and after-school. The CET will be working closely with the Say Yes Navigator in order to implement and coordinate initiatives that target student and parent's engagement.

8. **In what ways has the Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?**

   Quick response from OISR with respect to amendments has allowed schools to expedite spending in a timelier fashion.

   Feedback from the local SED team on quarterly reports helped to focus on ELT monitoring for quality programming.

9. **In what ways can OISR better serve your district/school's goals?**

   In order to implement feedback, timely review of quarterly reports, better planning with respect to visits within the academic calendar year, and monitoring by OISR on subsequent visits would be beneficial.

10. **Survey prepared by:**   Freddy Barrera

11. **Survey Approved by (ASL):**