

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: School 37 Marva J. Daniel Futures Preparatory School School BEDS Code: 1406000100037 District: Buffalo City School District Superintendent: Dr. Kriner Cash School Principal: Serena Restivo Additional District Personnel Responsible for Program Oversight and Report Validation: Casandra Wright, Associate Superintendent of School Leadership Grade Configuration: Pk - 8 SIG/SIF/SCEP, and Cohort/Model: SIG/Cohort 3/Turnaround</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**.

As of this reporting period, School 37 has continued to implement strategies that align to their key priorities. Steps have been made to ensure that professional development for the upcoming year is planned and focuses primarily on addressing the key priorities, hence, the school has reevaluated their grant funded partnerships and made a decision to work with Research for Better Teaching. This partnership for the 2016-2017 school year will allow for the school to receive job-embedded targeted professional development around The Skillful Teacher and Data Driven Instruction, which directly aligns with the key priorities of the school. This partnership will include the provision of on-site coaching and the establishment of school data and leadership teams, which will continue to drive the improvement with respect to level 1 and 2 indicator growth.

Preliminary data is out, although levels are absent. Initial analysis is beginning to reveal improvement with regard to percentage of students receiving full credit and item difficulty. DIBELS and District Benchmark Assessments have revealed steady improvements throughout the school year.

Teachers and administration are participating in daily professional development sessions to begin analyzing the individual student performance data and identifying trends and patterns among skills and standards.

The school has implemented mandatory staff development, which aligns to the key priorities of the school. In addition, the school is offering a four week summer program, which is strictly instructional, and focuses on reading and math remediation. The school is utilizing research based programs and is addressing the standards where gaps are most identified.

The school continues to engage the community through the facilitation of Community Engagement Team meetings as well as the continued collaboration with its existing partners (Liberty Partnership, University at Buffalo, Gear Up, Fruitbelt Coalition, UB Center for Urban Studies, etc.).

The school has implemented efforts in significantly increasing parent engagement and involvement by creating a parent action team. Parents will be able to participate in a school-wide orientation in July, where they will have the opportunity to understand the behavior matrix and policies of the school and become aware of the

academic expectations and incentives planned for the year. Parents will be surveyed for their input.

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 is staffing in some key areas, which directly address our level 1 and 2 indicators. The steps currently taken by the building is to work side by side with the district and ensure all lines of communication are open with regard to vacant positions. The district thus far has been very responsive to the issue and deploys support regularly. The building has also utilized consultant teachers and reading specialists to provide additional targeted support to those vacant positions.

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 has been the conscious effort of staff, families and students in maintaining a clear focus for improvement. The building worked hard at evaluating programs and partners to ensure that all supports are aligned to the building "Big Rocks." Teachers maintained a data focus when making all instructional decisions, which aided in our maintenance of a data driven culture. All efforts were realigned to meet the primary academic needs to impact student achievement. Current preliminary data reveals improvement.

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

Site visits to schools with the provision of actionable feedback is a great support. This provides administrative teams direction and grounds them in the work that is needed to be done to achieve their growth with respect to indicators.

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

n/a

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

The facilitation of meetings where Receivership schools can gather and share what is working and not working on a regular basis. The result of this could be a focus group where collegial discussions around turning around such schools ensues and is facilitated by OISR.

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 provision of mandating professional development for staff that directly aligns to the instructional “rocks” of the building. This ensures that there is congruency and ownership with all building based initiatives and all are aware of what is needed to achieve growth with respect to indicators.

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

An increase in community and partnership input has been a major result this year. A conscious effort was made to include all major stakeholders with decisions which increased the levels of transparency. A broader and more explicit plan was created to impact student achievement that addresses the “whole” child and not a smaller focus on test scores.

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

YES

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

YES

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

The building has adopted a practice where teachers observe other teachers utilizing best practices within their classrooms. Team and grade level meetings are used as venues where teachers model for each other practices that work. This creates a culture of trust and respect among teachers where they depend on each other and collaborate to internalize the best practices for students.

