

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: Hamlin Park Claude and Ouida Clapp Academy #74 School BEDS Code: 140600010074 District: Buffalo City School District Superintendent: Dr. Kriner Cash School Principal: Mrs. Elizabeth Giangreco Additional District Personnel Responsible for Program Oversight and Report Validation: Mrs. Margaret Boorady, Associate Superintendent of School Leadership Grade Configuration: PK-8th Grades SIG/SIF/SCEP, and Cohort/Model: SIG/6/Early Learning Intervention</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.

During the fourth quarter reporting period, Hamlin Park Claude and Ouida Clapp Academy #74 has continued to implement and monitor all of our Receivership requirements. Hamlin Park Academy (HPA) #74 continues a school wide focus on early learning intervention, data driven instruction and active reading and writing across all content areas. During this reporting period we began our work with our turnaround partner REACH Educational Solutions at the end of April. A fourth quarter professional development plan was launched with the school leadership team and the REACH consultants on April 30, 2016. The team studied organizational learning in conjunction with adult development in preparation for professional development with the entire faculty on May 7 and May 21. The first professional development included twenty-five faculty members and the attendance increased to thirty five staff members on the May 21st session. During these meetings, teachers created personal and school wide goals, along with community agreements related to the School Improvement Grant. The community agreements represent a focus and change in culture at Hamlin Park Claude and Ouida Clapp Academy #74 and were used to create momentum to continue the work of the School Improvement Grant.

Additional Saturday professional development opportunities with REACH consultants were held on June 4th and June 18th with 90% of staff in attendance. During grade level meetings this quarter, teachers in all grade levels received job embedded professional development on Data Driven Inquiry and Understanding by Design (UbD) with the REACH consultant and building administration. Teachers met in vertical teams to review current school data and articulate helpful information to colleagues receiving students in the 2016 -2017 school year. The Early Literacy Intervention Team of Educators, (ELITE) team continued to meet twice per month prior to the start of school day. This team of teachers analyzed key strategies described in the School Improvement Grant and created visual aids that were displayed in the hallway and presented to all teachers during a faculty meeting. These posters were used to assist in the monitoring of the School Improvement Grant and plan for the upcoming school year. During the week of June 27th thirty- five staff members attended a four day professional development academy presented by REACH Educational Solutions. Participants were divided into three focused groups in which they examined topics of leadership and school turnaround, focused school walks, Understanding by Design (UbD), and data driven inquiry (DDI). Each of these groups created plans for the upcoming school year as it relates to the respective topic. This work will be used as the foundation for planning instruction for the 2016-2017 school year.

A celebration of student learning was held on May 12, 2016 to recognize students accomplishing honor and merit role in grades 3-8. The percussion ensemble at HPA #74 was selected to perform at district wide event called *Collage*. This group of students was one of fifteen schools selected to perform at Shea's Performing Arts Theatre on May 17, 2016. Additionally, the "all providers" night was held on May 26, 2016 in which over 25 families were in attendance. The Site Based Management Team and the Community Engagement Team continued to meet once per month. The Community School Model was presented at these meetings and a follow up survey was administered to all staff members. It was reported that 95% of staff members were in favor of this model. The school based budget was presented at the SBMT meeting in May, and decisions were made to amend the School Improvement Grant in order to preserve reading specialists for the upcoming school year.

The school continues to focus on the identified key strategies to improve student achievement and to track progress for the seven Level 1 indicators and the five Level 2 indicators selected. The Level 1 indicators are specific to measuring all students' proficiency levels on the New York State Math, ELA and Science assessments. Level 2 indicators streamline the focus to specific subgroups meeting proficiency levels. Additional identified indicators included the implementation of 200 hours extended learning time, reduction in suspensions and professional development and support.

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 continues to be closing the achievement gap specifically in 3rd-8th grades. In response the closing the achievement gap the early learning intervention model implemented this school year has indicated and displays data that this achievement gap is closing as the students in PK-2nd grades are showing increased literacy proficiency rates. All students have been provided with additional instructional time for school-wide interventions. The Response to Intervention (RTI) model has been implemented with fidelity during this school year. Additional resources that attribute to the PK-2nd grade early literacy success include: reading specialists, additional teaching assistants, instructional coach and the early intervention program coordinator. A suggestion for support from OSIR would to measure and monitor progress of early literacy skills as it relates to demonstrable growth and included in Receivership quarterly reporting.

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?

One of the greatest accomplishments from this past year to share out would be the progress made with our students in PK-2nd grades foundational literacy skills. Resources within the building were maximized in order to fully provide the

intervention support that the students needed. Reading specialists and teacher assistants were assigned to support one dedicated grade level. Literacy support was provided the entire day in all content areas. Small group instruction and flexible grouping was embedded in all content areas. The continuous monitoring of student performance assisted in making course corrections to meet individual needs.

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

The OSIR should continue monitoring progress quarterly with Level 1 and Level 2 indicators to ensure the pathway to demonstrable growth.

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

Nothing to report out at this time.

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

The OSIR should consider state wide collaboration efforts with all receivership schools. This collaboration would create transparency and consistency during the Receivership process.

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.

Yes, the Superintendents enacted the Receivership powers this school year. The most impactful authority would be the increase in monthly faculty meetings. This additional time provided support to teachers as it relates to their professional development needs. It allotted time to differentiate professional development needed for improved teaching and learning.

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 was organized through the monthly Community Engagement Meetings (CET). These meetings provided a venue for all voices to be heard and it created heightened collaboration among all stakeholders. Informing stakeholders and receiving feedback assisted in contributing to improved outcomes for the school year.

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?

One important and foundational practice our team would be willing present on as it relates to school turnaround and transformation is the climate and culture change needed in a Receivership school. We spent a majority of the school year focused on urgent change and the impact it has on us personally and professionally. As a school team we established non-negotiable community agreements in order for the major change to be successful. Before the transformation will be successful, a school must realize transformational change and everyone in the school community must be all committed to doing this urgent work.