



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, and made available to the public by the school's district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

West Hertel Academy is a Buffalo Public school whose demographics are: 30% Limited English Proficiency (LEPs), 15% Special Education, 55% general education students. Our New York State Assessment proficiency scores in the 2013-2014 school year were: 25% Level 2 and above for ELA and 29% Level 2 and above in mathematics. West Hertel Academy's Level 1 indicators are to: increase level 2 and above scores in both English Language Arts (ELA) and mathematics, increase level 3 and 4 scores in grades 4 and 8 science, decrease events under school safety and meet priority school targets. Level 2 indicators chosen by the Community Engagement Team, which consist of community members and have met on multiple occasions, are: 200 hours of Extended Learning Time, increase level 2 and above scores in ELA for both black and Limited English Proficient (LEP) students, decrease out of school suspensions, and increase teacher planning through the Diagnostic Tool for School and District Evaluation (DTSDE).

Through intensive, in-depth reviews of Dynamic Indicators Basic Early Literacy Skills (DIBELS), State Assessments, and teacher created assessments: over 75% of our students are not proficient in literacy skills and our Office Discipline Referrals for the 2014-2015 school year were a total 74. As a result of this data, 3 main areas of focus, at West Hertel, are increase decoding, fluency and comprehension skills, increase performance on State Assessments, and increase students' voice and choice in their reading and writing process. This year's goal is for our teachers to support students on literacy strategies and Positive Behavior Intervention Supports (PBIS). Grant monies have been utilized to strengthen these two areas of work.

Literacy initiatives in all classrooms will revolve around two specific strategies that will allow students access to the text or questions posed: Introduce the idea, verb, and finish the thought (IVF) and circle the numbers, underline the key details, box the question, and eliminate the unnecessary information (CUBE). Pre-Kindergarten – Kindergarten classrooms will largely introduce these concepts orally and have students reproduce them orally at the end of each text and mathematics question. First through eighth grade students will be expected to utilize these strategies to begin writing, answering questions in order to increase their developmental skills in ELA and mathematics.

All office discipline referrals will follow the same classroom pathway, which may result in a referral to our building-based Service Providers. All teachers will implement Conversation Help Activity Movement Participation Success (CHAMPS) within the classroom. CHAMPS is a system by which teachers and students set up expectations within the classroom to allow for instruction to occur with minimal loss of instructional time. Our professional development for the 2015-2016 school year will focus on building background knowledge in our two areas of focus of literacy and PBIS. All Saturday trainings have been scheduled to focus on literacy and mathematics interventions, coupled with PBIS. These opportunities have been created to ensure that teachers have the capacity and knowledge to plan and implement research-based lessons with skilled fidelity to increase student achievement.

Receivership Quarterly Report – 1st Quarter
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(As required under Section 211-f(11) of NYS Ed. Law)



for IVF will be offered on October 24th to all teachers who wish to attend. CUBE training will be offered during common planning time for teachers who were not trained in this initiative in the previous year.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to Receivership@NYSED.gov and Turnaround@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP).