

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: West Hertel Academy PS #94 School BEDS Code: 140600010118 District: Buffalo City School District Superintendent: Dr. Kriner Cash School Principal: Ms. Cecelie Owens Additional District Personnel Responsible for Program Oversight and Report Validation: Cassandra Wright, Associate Superintendent of School Leadership Grade Configuration: PreK - 8 SIG/SIF/SCEP, and Cohort/Model: SIG/Receivership – 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.

West Hertel Academy is a Buffalo Public school whose demographics are: 30% Limited English Proficiency (LEPs), 15% Special Education, 55% general education students. West Hertel Academy's Level 1 Receivership indicators are as follows: 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. West Hertel Academy's Level 2 Receivership indicators chosen by the Community Engagement Team are as follows: 200 hours of Extended Learning Time (ELT), 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 practices and decisions using the Diagnostic Tool for School and District Evaluation (DTSDE) Tenet 4.

West Hertel Academy is focused on several key strategies also known as our big rocks in order to increase student achievement. We focused on literacy initiatives that includes **R**estate using **I**ntroduce-**V**erb-**F**inish the thought (IVF), **A**nswer the question, **C**ite² details, **E**xplain² the details (RACE) and **R**ead **R**eread **D**raw **W**rite (RRDW - a math strategy for solving word problems). Pre-Kindergarten – Kindergarten classrooms will largely introduce these concepts orally and have students reproduce them orally at the end of each text and/or mathematics question.

In an effort to decrease office discipline referrals, a classroom pathway document has been created. All teachers will implement **C**onversation **H**elp **A**ctivity **M**ovement **P**articipation **S**uccess (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.

We engaged in community by hosting several school events, such as: Muffins for Mom, Donuts for Dad, Taste of West Hertel. Along with these community events, we have also continued meetings with our Community Engagement Team which have continued to focus on the Receivership indicators. We held meetings on 05.24.16 at 3:30 p.m. and on 06.22.16 at 12:00 p.m. These meetings have ensured that parents, teachers, and other stakeholders continue to have a voice and purpose in helping us increase student achievement.

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?

As identified in our 2016 DTSDE report, macro data collection is a challenge. The data collection includes, but is not limited to: teacher practices, grade level skill trends, building Standard trends, etc.

In an effort to address these issues, systems have been created to ensure that data collection will be monitored, completed and reviewed frequently.

Administrative system:

Goal:

- Increase weekly classroom observations to 6 per week
- Increase oral feedback based on classroom observations in a timely manner

Monitoring Tools:

- Classroom walkthrough tool
- *eDoctrina* observation data
- Administrative anecdotal notes

Whom:

- Administrative team

Frequency:

- Weekly administrator meetings to discuss progress of goals
- Weekly bulletin – compile data to present within the bulletin

Partners:

School Transformational Leadership Coaching from **WestEd** is designed to engage each administrator in a reflective dialogue about DTSDE Tenet 2 School Leader Practices & Decisions. The reflective dialogues routinely explore visioning around SMART goals, building support for the vision, establishing systems connected to improvement areas, monitoring implementation and exploring options for mid-course corrections when necessary. In 2016-17, WestEd plans to introduce the Comprehensive Assessment of Leadership for Learning (CALL) to provide school leaders with a rich data set for use analyzing how leadership tasks are impacting learning at West Hertel.

Teacher system:

Goal:

- Increase student work represented during DDI cycle meetings
- Increase action planning with Lesson Planning Protocols from West Ed
- Increase accurate data collection to make informed decisions for DDI cycle
- Introduce an inquiry framework for interpreting data for instructional change to all teachers new to the building.
- Provide guidance for teachers to engage in protocols to analyze data, create instructional action plans, and monitor results.
- Build teacher facilitation skills to support data inquiry routines at PS#94

Monitoring Tools:

- Pre, mid and post building level tests administered
- *eDoctrina* progress recorded and displayed in Data room

- Students implementing building-wide strategies (ie/. RRDW,
- Data progress monitored by sub groups
 - English Language Learners
 - Students with Disabilities
 - Ethnic groups
- DDI cycle recorded and uploaded to School website

Whom:

- Teachers
- Instructional Coaches
- Administrators
- School transformational partners
 - Resource for Better Teaching (Skillful Teacher)
 - Voyager/Sopris (Step-Up-To-Writing)
 - West Ed

Frequency:

- Grade levels meet once a cycle for 1 hour

Partners:

During the 2015-16 academic year, **WestEd** introduced a protocol for collaborative data inquiry. The goal for 2016-17 will be to continue to build teacher facilitation skills with respect to the data inquiry routines. Additionally, and consistent with Statement of Practice 4.5 in Tenet 4, the WestEd data coach will offer continued guidance on how to transfer the collaborative data inquiry routines into instructional action plans that account for student grouping based on needs.

Support:

The Administrative team enjoyed the visits from OISR. We found that the ongoing feedback was helpful in sustaining our vision in increasing student achievement. We would also like for OISR to continue offering suggestions in improving our practices.

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?

Grades PreK – 2, 3 – 5 and 6 – 8, are broken into smaller learning communities whereupon one administrator manages all behaviors, academics, culture, expectations, and consistency. House administrator can utilize his/her time to implement strategies, incentives, and professional development to meet the needs of the small learning community.

Evidence:

Increased contact with teachers and students, daily, which enhances the relationship building process. Increased opportunities to support parents and students. All grade level meetings attended by house administrator, which reinforces the communication and goal setting between staff and administrators, staff and staff, staff and students, and staff and parents.

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

OISR visited the building several times during the school year. These visits were helpful and insightful in helping us continue towards our vision of increasing student achievement.

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

Not applicable

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

Not applicable

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 District attempted to negotiate changes to the Collective Bargaining Agreement with the Buffalo Teachers Federation (BTF). We could not reach agreement with the BTF on any of the proposals submitted by the district. Ultimately, we requested that the Commissioner make a decision on the proposals that we submitted. We currently have additional Receivership "powers" due to Commissioner Elia's decision. We specifically are able to:

- 1.) Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority
- 2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority
- 3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools
- 4.) 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

5.) 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.

6.) Right to extend school day and/or school year; teachers would receive proportionate increase in compensation

Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)

7.) Discretion and ability to change starting and ending times of school day from the previous school year, with notice to teachers by March 1

Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)

8.) 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

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

10.) 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

Each Receivership school is able to select from the above regarding their school community and what additional powers they have chosen to exercise.

West Hertel Academy has chosen to exercise the additional faculty meeting per month, paid. In the 2015 – 2016 school year, we have added two extra faculty meetings.

West Hertel Academy has chosen to exercise the mandated professional development 'power' for 1 technology professional development during the 2015 – 2016 school year.

West Hertel Academy, in the 2016 – 2017 school year, plans to continue, when necessary, utilizing the following Receivership 'powers':

- Additional monthly, paid, faculty meetings
 - Impact: create opportunities for all stakeholders to present salient data trends to increase student achievement that cannot be done during the day

- Ability to fill summer school vacancies with the most qualified teacher regardless of seniority
 - Impact: ensure that students are receiving the best intervention specialist to diminish regression during the summer months.
- Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority
 - Impact: ensure that students are receiving the best instruction in order to improve student achievement
- Mandate professional development
 - Impact: create a singular voice with regards to the big rocks, and implementation of strategies

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 has changed in that we have been able to create better systems that are transparent, which has created buy in by teachers, students and parents, whom own their learning through collaboration, sharing of knowledge and best practices.

This has contributed by helping us hear the voices of all stakeholders. We have seen an increase in parent attendance to school-wide events, an increase in student attendance, and an increase in classroom visits with crucial conversations.

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?

Yes

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

1. Smaller learning communities
2. Implementation of Technology in the classroom

