Office of School Leadership

Marianne Dixon, Director
Diane Andreana, Instructional Specialist I
2201 City Hall
Buffalo, New York 14202
(716) 816-3022
dandreana@buffaloschools.org
mdixon@buffaloschools.org

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:	The International Preparatory School #198
School Principal Name:	Ella Dunne
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?**

   - During 2017-2018 school year, our school received a Community Schools Grant (CSG). We opened our school up on 8 Saturdays (2/10, 3/10, 3/24, 4/14, 4/28, 5/12, 5/19, 6/9) from 8:00-12:00 to offer our families enrichment activities including: Engineering for Kids, Soccer, Basketball, Mini-book, Face painting, creation, Los Salseritos, English Exploration class, Van Gogh painting, Bath Fizz making, SAT prep and Life guarding classes. Lunch and breakfast were served to all attendees.

     After-school tutoring was offered to all students with teachers being paid form the CSG.

   - Our projected graduation rate has increased from last year:
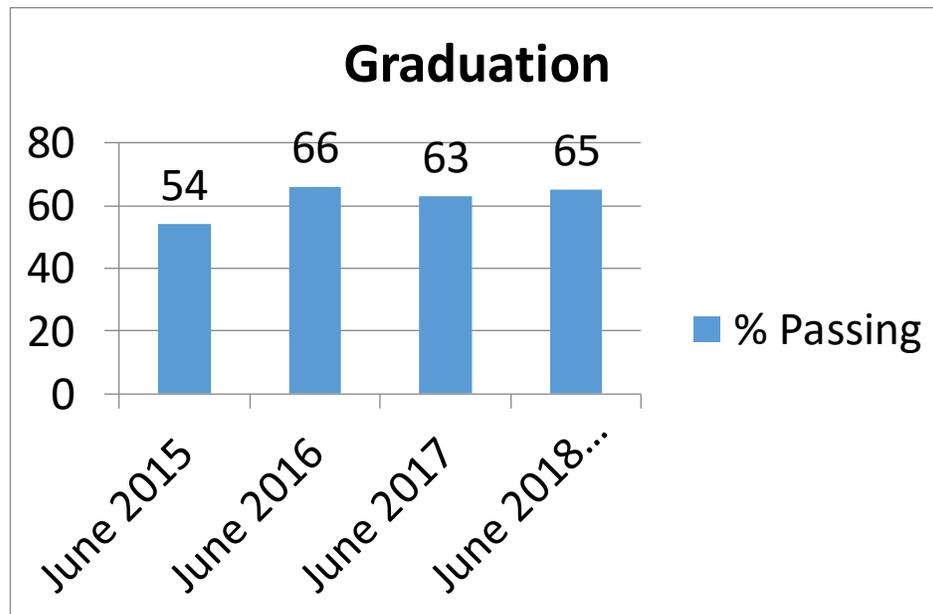
   - This year, students in grades 6-8 and 10-12 received their own laptops to use during the school day. Professional development was given to the faculty on using programs such as Schoology, MyOn, Quill and One Note to help facilitate computer use in the classroom. Next year all students will have access to their own laptops.

   - Our school based budget has increased from last year. With these extra monies the school was able to hire one extra content teacher per core subject area. This will

decrease our class sizes to 24 students per classroom and offer more academic intervention services for our struggling students.

At IPREP 40% of our students are English Language Learners. A new ENL position was created to support their language acquisition.

We also budgeted for an Instructional Technology Coach that will assist in the implementation of our 1-1 computer initiative (see above).

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?**

While we expect to meet most of our indicators for the 2017-2018 school year, we found two of them to be particularly challenging:

- **5 School Safety**
  In light of the tragic events at schools throughout our country, IPREP has made it a priority to ensure the safety of everyone at the school.

  Beginning this summer, an Assistant Principal has been assigned to work closely with our Safe and Civil Team to assist in organization and build on the work started this past school year. This includes ways to improve the social emotional development of our student body through positive behavior interventions. Weekly meetings will be held with the team to ensure that a cohesive plan is created, implemented and monitored.

  We are also dedicating an Assistant Principal to oversee the academic and social emotional growth of our 7th and 8th graders. We feel that this population would benefit from more structure and parent involvement. Assigning a person to oversee them would improve the overall culture of the building by forming strong relationships with students, families and teachers.

  Our schedule has been adjusted so that teachers are given hall assignments during the day. This will keep the hallways clear and ensure that all students are in their classrooms receiving instruction.

- **76 2017-18: 2014 Total Cohort 4-Year Grad Rate with Adv. Designation - All Students**

  We have been unsuccessful in reaching this indicator due to our students not taking the Checkpoint B foreign language exam. This is an assessment given to students in their 3rd year of a foreign language.

  During the 2017-2018 school year, we offered Spanish 2 to 30 of our students that successfully completed Spanish 1. For this coming school year, the students who passed Spanish 2 will be placed in Spanish 3 and consequently will take the Checkpoint B exam in June. This will make those students eligible for the Advanced Regents Designation.

4. **Did the Superintendent use their receivership authority in the 2017-18 school year? If so, how?**

☑ **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?**

☑ **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.

Infusing the Use of IXL Math into grades 3 – 8 Instruction: 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.

Data Driven Inquiry: 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.

The Using Data Process (DDI protocol): 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.
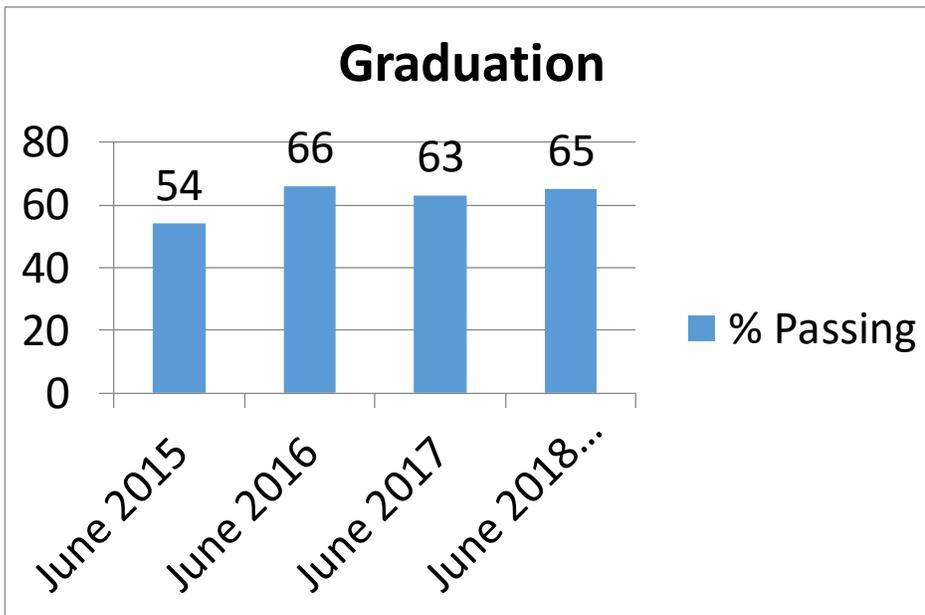
Video POD cycle: In the Video POD cycle, teachers participate in a discussion about the planning of the observed teacher, view and make observations about the lesson, then debrief to share feedback with the observed teacher as well as a discussion of how the observed practices can be implemented throughout 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.
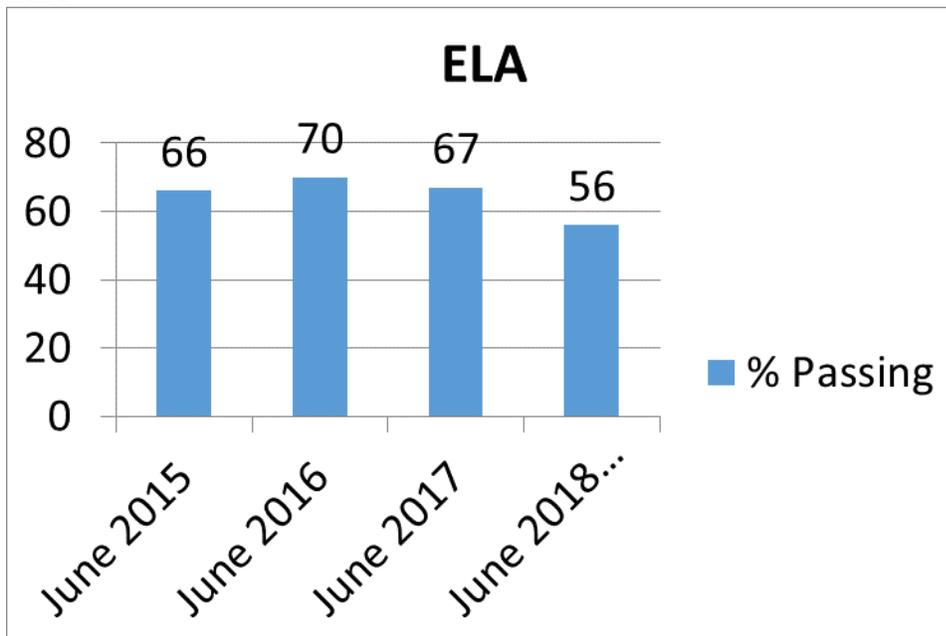
Grade level facilitators: We have designated teachers at each grade level, as well as ENL, Special Area and Special Education teachers, as teacher leaders in the building. These teachers have monthly training sessions with our consultant agency West Ed in order to learn how to successfully run grade 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.
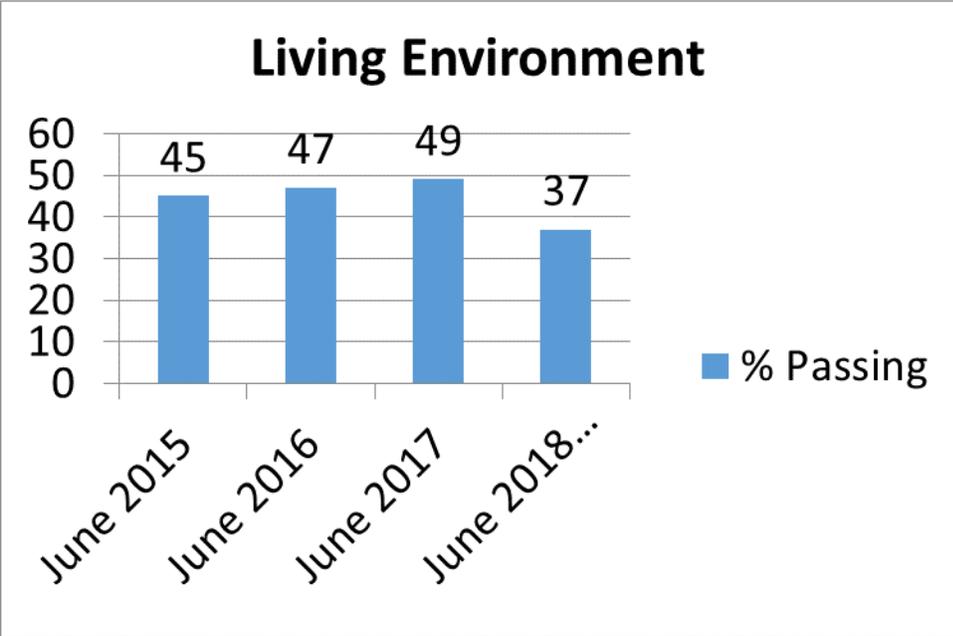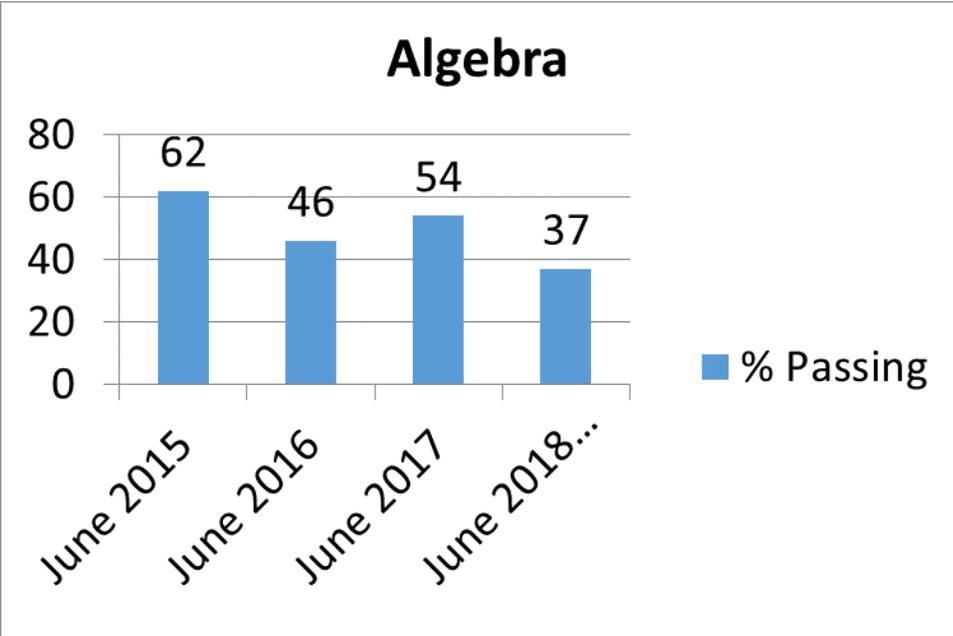
6. **Summarize the trends in student achievement data that has resulted from the implementation of the SCEP or SIG plan. What has improved, and what has not?**

Graduation rate:

Graduation

June 2015	June 2016	June 2017	June 2018...
54	66	63	65

% Passing

ELA

ELA

June 2015	June 2016	June 2017	June 2018...
66	70	67	56

% Passing

Algebra

Chart showing "% Passing" for Algebra:
- June 2015: 62
- June 2016: 46
- June 2017: 54
- June 2018...: 37

Living Environment

Chart showing "% Passing" for Living Environment:
- June 2015: 45
- June 2016: 47
- June 2017: 49
- June 2018...: 37

Global

	June 2015	June 2016	June 2017	June 2018...
% Passing	57	47	55	37

US History

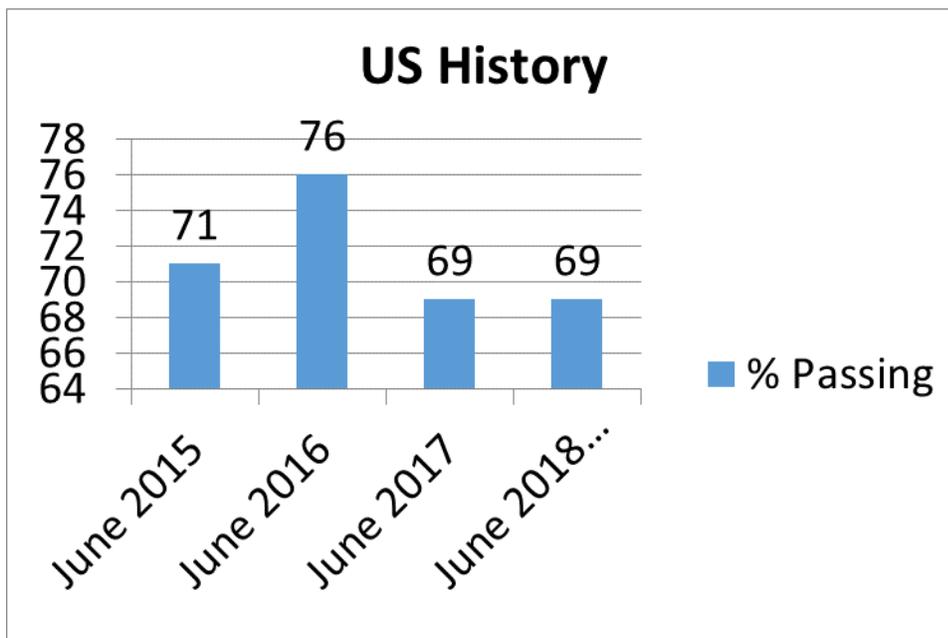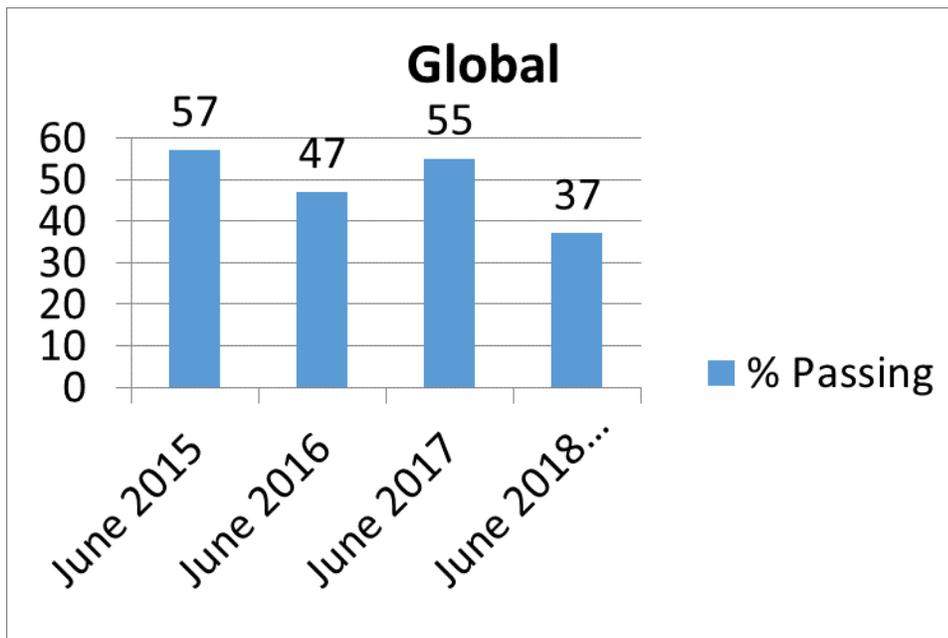|	June 2015	June 2016	June 2017	June 2018...
% Passing	71	76	69	69

While our June results in Regent's exams has dipped our graduation rate has remained the same. At IPREP we encourage all students to take the exams for courses they are sitting for. This may have been a contributor to the decline in rates.

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.**

Monthly meetings were held with our CET team.

Topics discussed included:

- Community schools budget and what monies were available. Recommendations for our community partner.

- The team created a flier for our Saturday community events.

- Our Safe and Civil team worked with the CET on the development of I-Prep PRIDE behavior expectations and discussed conducting grade-level meetings to roll out PRIDE to all students and staff

- School-based budget information for the 2018-19 school year was presented. Allocated teacher and administration positions along with parent engagement and school supply monies were revealed to attendees.

  Input was gathered on how to use principal allocation for FTE's. This information was used to determine the final submitted budget in March.

- The team also reviewed the parent night agenda and continuation of PRIDE implementation.

- Information from the commissioner on our success on making demonstrable improvement was shared. Discussion regarding how to be removed from the state receivership list were had (celebrated success).

- Quarterly reports were shared with attendees. Progress towards achieving success on indicators and strategies for improvement were discussed. Failure to do well on the indicator for school safety led to a brainstorming session on how to improve in that category.

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:**
    Patrick J. Doyle-Assistant Principal

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