

# Receivership Schools ONLY

## Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.buffaloschools.org			
				Check which plan below applies:			
Bennett #200	140600010099	Buffalo Public Schools	N/A	SIG/SIF SIG		SCEP	
				Cohort: 7			
				Model: Closure			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Dr. Bert Stevenson	Mr. James Weimer, associate Superintendent Marianne Dixon, Supervisor Mary Sellers, Grant Liaison		12 <sup>th</sup> grade	1% (8)	5.4% (17)	92
	Appointment Date: 8/2013						

<b>Executive Summary</b>
<p>Please provide a <i>plain-language summary</i> of this 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 <i>no more than 500 words</i>.</p>
<p>Bennett High School is currently in its second year as a Receivership School and the final year of Phase out. Within the last three years, the graduation rate at Bennett High School increased from 37% to 59%. The passing rates on Regents exams increased in 4 out of 5 subject areas with a percentage of increase ranging from 10% to 15%. Planning for the 2016-2017 School Improvement Grant began in June of 2016 and was developed around school data, teacher, student needs, community input and recommendations from the Diagnostic Tool for School and District Effectiveness. The total phase out plan includes additional Support Staff, Coaches, Student Support Teacher, ELA, Math teacher and partnerships with external organizations (Hillside Workplace, SENSES org and UB Graduate department of Education), after school sessions for credit accrual, credit recovery and extra help. Weekend professional development opportunities and planning sessions for our teachers are also scheduled. Key strategies have also been identified for Bennett High School which includes celebrating early wins, providing job-embedded professional development to teachers, implement a school-family engagement and partnership plan, increase academic achievement through data analysis, and implement intervention programs and develop transition plans for our students.</p>



The current reporting period begins July 1, 2016 and ends October 30, 2016. During this reporting period, Bennett has begun their phase out process with a goal of graduating all Cohort 7 seniors (87) who attend school on a regular basis.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes 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 Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 Indicators</b>					
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority school makes yearly progress	Yellow	N/A	Make Progress	5 week progress reports	51% of students are passing Math 68% of students are passing ELA. 13 students in Cohort 2012 are on track to graduate.
School Safety	Green	33.4%	20%	The Safe and Civil Committee meets monthly to address barriers to a safe and orderly learning environment.  During this reporting period, we have implemented a new system: when students are removed from class, they are escorted immediately to a member of the SST to provide support to the student/students. The Student Support Team (SST) maintains a spreadsheet documenting services for students with repeated behavioral issues to identify additional social and emotional support.	One short-term suspension during the reporting period.
2013 Total Cohort passing ELA Regent greater than 65%	Yellow	35.6%	64%	The Principal conducted an observation of the ELA classrooms. The teacher requested assistance from the ELA Director and / or Instructional Coach to provide PLOs for the following topics: <ul style="list-style-type: none"> <li>• Classroom management and routines</li> <li>• Scaffolding content</li> <li>• Assessments</li> </ul>	Presently, administration reviews the students' grades for the 5 <sup>th</sup> week progress report. 68% of students are passing ELA.



Total cohort 4 years graduation rate with Advance Designation	Yellow	0%	8%	The school counselor is presently reviewing student's records to find those who may meet the requirement.	The school is working with the Foreign Language Department to provide credit accrual for Spanish 2.
Total cohort 5th year graduation rate	Yellow	45%	61%	The CET and Bennett leadership team are conducting senior triages. The team is assisting the school counselor to review each senior transcript and identifying students in need of additional support to meet their graduation requirements. Students develop action plans with all stakeholders and parents are notified about the student's status.	24 students in Cohort 2012- 5 year grad 13 students are on track to graduate. 11 students are summer non return
2013 Total Cohort Passing Math Regent greater than 65%	Yellow	4.4%	52%	The Principal observed the Math teacher. A post observation conference with the teacher identified specific professional development needs. The Principal requested assistance from the Math Director and / or Instructional Coach to provide PLOs for the following topics: <ul style="list-style-type: none"> <li>• Classroom management and routines</li> <li>• Scaffolding</li> <li>• Assessments</li> </ul>	51% of students are passing Math

<b><u>LEVEL 2 Indicators</u></b>					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
School Attendance	Green	71%	80%	The CET and school leadership have developed a PBIS – Positive Behavior Intervention Strategy called Senior Triage. Attendance, behavior and academic records are reviewed every 5 weeks. Students are paired with a mentor from the staff or alumni to support the student with their specific need.	Bennett High School's attendance rate is 81%



				This process is allowing staff and students to communicate the expectations of the school. We have increased our security team from 2 to 3 officers. The Principal hosted staff, student and parent meeting to distribute full discipline policy to students on September 5, 2016.		
Student Suspension Rate- Long term (Out of School)	Yellow	40%	11%	The Senior Triage strategy is used to identify students at risk. If student misbehavior continues, a parent conference is requested. The team hosts school wide activities to promote positive behavior. The next event, Senior Breakfast is scheduled for November 4 <sup>th</sup> .	There has been 1 out of school suspension during this reporting period.	
HS ELA All student level 2 and above	Yellow	69%	72%	The Principal conducted an observation of the ELA classrooms. The teacher requested assistance from the ELA Director and / or Instructional Coach to provide PLOs for the following topics: <ul style="list-style-type: none"> <li>•Classroom management and routines</li> <li>•Scaffolding</li> <li>• Assessments</li> </ul>	The ELA passing rate at the 5 <sup>th</sup> week was 68%.	
Total Cohort 4-year Grad Rate- Black student	yellow	44%	51%	CET, school leadership and Bennett Alumni Association conducted a Senior Triage meeting in October to identify those students who are presently at-risk from graduating.	87 students in cohort 2013. 73 students are on track to graduate 14 students are chronically absent, parent contact has been made, and home visits are being scheduled.	
2012 Total Cohort Passing Math Regent greater than 65%	yellow	48%	51%	The school counselor created a spreadsheet documenting all seniors and the courses each needs to graduate. The Principal conducts learning walks daily in all subjects. Feedback is provided to teachers. Extra help is available to students during ELT.	The math passing rate for the 5th week was 58%.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part II – Key Strategies

<b>Key Strategies</b>		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. Increase the graduation rate by 5%.	Yellow	To support this goal, the school counselor, Principal and members of the Student Support Team (SST) review student progress reports every 5 weeks. Parent conferences are scheduled for those students that have received a failing grade. The Senior Triage Team consists of: school counselor, school leadership, attendance teacher and members of the Bennett Alumni Association. Every 5 weeks, the committee reviews the student attendance. Students with severe or chronic absenteeism are scheduled a parent meeting to discuss the attendance concern. In severe cases, a home visit is scheduled.
2. School -family engagement partnership plan	Yellow	The Say Yes Site Facilitator has created a directory to identify social agencies, the services they provide and what students they service. In collaboration with the Principal, Say Yes Site Facilitator and the SST, a comprehensive system has been developed to provide access to all student supports internally and externally. The process was reviewed with faculty during the school’s organization meeting on September 1, 2016.
3. Provide Extended Learning Time and Alternative Learning Opportunities to increase student learning	Yellow	Bennett HS is receiving Title 1 funding from the BPS District. This funding is used to enhance teacher’s schedules to include instruction and academic intervention in subjects with a high failure rate. The credit accrual and credit recovery are offered in ELT which began on October 10, 2016 and are held Monday –Thursday from 3-5pm.
4. Common Planning Time (CPT) for data analysis	Yellow	All core and non-core teachers meet to conduct data analysis bi-weekly after school. DDI short cycle protocol observed.



5.	Embedded professional development on Mastery Objective Writing and lesson planning with monitoring	Yellow	<p>The Principal ensures that each teacher is writing and speaking to their Mastery Objectives through daily walkthroughs. Lesson plans state the Mastery Objective and indicate how the teacher will know it was met.</p> <p>All core area teachers received professional development on Mastery Objective Writing in their CPT in September 2016. The mastery objective is used to introduce each lesson and referred to at the end of the lesson to ensure that the objective was met. The Mastery Objective Thinking includes:                  What exactly do I want students to know and be able to do when this lesson is over?                  How will I know they have learned it? What will I take as evidence that the objective was met? Are learning objectives clear to both teacher and students? Are the objectives appropriately aligned with district and curriculum standards and matched to the learning needs; are they challenging, attainable and worth knowing?</p> <p>Teachers are provided with professional development on the CCLS pacing guide and implementation on the evidence collection tool.</p> <p>Lesson plans show evidence of co-planning. Special education teachers are active participants in delivering and differentiating lessons.</p> <p>Teachers are using revised District lesson plans that align with the CCLS, NYS instructional modules, resources from EngageNY and utilize best practices that align with CCLS.</p>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>			
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.			
Status (R/Y/G)	Analysis/Report Out		
Green	During the CET meeting we continue to share information on the demographics of the school, review current partnerships and plans to identify areas of further support for students. Within this quarter, Bennett HS was able to secure funding from the School Improvement Grant and Community Schools aid to provide an after school instruction in credit accrual, credit recovery and extra help within all core courses. Presently 43 students are attending the program.		
<b>Powers of the Receiver</b>			
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.			
Status (R/Y/G)	Analysis/Report Out		
Yellow	Mandatory data analysis meetings paired with faculty meetings scheduled every 2 weeks.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.





## Part IV – Instructional Technology Plan

<b>Instructional Technology Plan</b>					
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.					
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.		
1.	Current status of the District Technology Plan pertinent to this school	Green	Every student has access to a computer device within the school.		
2.	Use of technology in the classroom	Green	Teachers use interactive white boards daily.		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part V – Budget

<b>Budget Analysis</b>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
Salaries for professional staff-Code 15-\$131,509-YTD \$0.00 0% @ QTR ENDING 09/30/16	Yellow	Due to the late award of the grant, the special education teacher and attendance teacher could not be staffed. An amendment will be prepared to change the title of the Special Education teacher to a Secondary Support Teacher. The position is expected to be staffed by November 7, 2016. The amendment will also reflect the attendance teacher salary moved to ELT credit accrual/recovery account where the teacher will track student attendance via after hours.
Employee Benefits-code 80-\$62,666- YTD \$0.00 0% @ QTR ENDING 09/30/16	Yellow	Expended per BPS schedule
Indirect cost-code 90-\$5,825-	Green	n/a Completed at the end of the project.



**Part VI: Best Practices (Optional)**

<b>Best Practices</b>		
<p>The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Senior Triage	Bennett HS has implemented a senior triage for all 12 <sup>th</sup> grade students. There is collaboration with the school counselors, SST team, and attendance teacher in support of students. Together, we identify students at risk of graduating as a result of attendance, behavior and/or academic reasons and each senior is assigned a mentor who follows up with the student daily and supports them with any additional help. The mentors are members of the BHS alumni association. This program’s goal is to increase our graduation rate as well as our school attendance.



**Part VII – Assurance and Attestation**

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: \_\_\_\_\_  
Date: \_\_\_\_\_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_