

Receivership Quarterly Report – 1st Quarter
 July 1, 2015 to October 30, 2015
 (As required under Section 211-f(11) of NYS Ed. Law)



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.

Reporting Timeline: July 1, 2015 – September 30, 2015

D'Youville Porter Campus, School #3's leadership team and the school community have worked collaboratively with their partner WestEd to implement professional development and instructional supports for teachers. As a transformation partner, West Ed works directly with School #3's leadership team and staff to provide research-based strategies shown to significantly impact student achievement. As a result of analyzing data, this partnership identified key instructional strategies to focus on for the entire school year to improve student achievement.

The school's Community Engagement Team, which is comprised of administration, teachers, parents, students, and a school partner engaged in meetings during this quarter to establish group norms and protocols. The team also revised the school's Continuation Plan, reviewed the established Level 1 Indicators, and identified the Level 2 Indicators in an effort to overall focus on school-wide efforts to meet students' academic goals for Reading, Math, and Science on the New York State Assessments. The minutes from the Community Engagement Team Meeting are shared with the school community. The team is scheduled to meet once a month and as needed to address the needs of the school and to monitor the Continuation Plan. The information regarding Receivership was shared on September 10, 2015 at a Community Meeting.

D'Youville Porter Campus, School #3's key instructional strategies for the entire year are the following:

- **Culturally and linguistically responsive teaching strategies:** The school will continue to build upon teaching strategies that support the students' languages and cultures. WestEd will continue to provide training to the leadership team and teachers on Reading to Learn strategies such as reading support in the various contents of Reading, Math, Social, Science, etc. The Reading to Learn (RtL) approach helps teachers to improve their practices of designing and implementing Common Core Standards-Based lessons. The approach helps students to understand difficult text and to think deeply about the reading.
- **Co-Teaching:** The school's leadership team and WestEd have a professional development plan that supports the co-teachers. Co-teachers currently plan together during the weekly common planning meetings.
- **Instructional Coaching:** The instructional coaches will continue to support teachers by scheduling pre-conferences to plan the lesson together and model lessons. The coach will conduct post-conferences where the teacher and the coach reflect upon the lesson and identify instructional strategies that will meet the academic needs of the students. The instructional coach will provide training for teachers on how to further support students.
- **Dual Language:** The school phased in its first Dual Language Program at the Pre-Kindergarten level. WestEd consultants will provide ongoing technical assistance to the teachers in support of the continued development of the school's Dual Language Program.

The Community Engagement Team will continue to collaborate with the faculty, staff, parents, students and WestEd to monitor the progress toward meeting the Level 1 and 2 Indicators. The Continuation Plan will be monitored on an ongoing basis to determine if the professional development and instructional strategies implemented are having a positive impact on students.