



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.

Dr. Lydia T. Wright School of Excellence is in the third year of a School Improvement Grant and in the first year of a two-year receivership. This reporting period is from 7/1/15-10/30/15.

The Superintendent as Receiver plans on using his enhanced receivership powers to retain highly effective staff for receivership schools, change the teacher transfer process, mandate professional development, expand the school day/year, staff Extended Learning Time (ELT) programs with qualified teachers, increase monthly staff meetings, increase technology use for daily instruction and communication with parents.

To help teachers meet the goals outlined in this document, opportunities for professional development were offered to the staff based on the school wide initiatives (Math, ELA, Differentiation, Positive Behavior Intervention and Supports (PBIS) and Science, Technology, Engineering and Math), training requests from the instructional staff, and needs as determined by the administration.

To increase student achievement, "Five Big Rocks" (i.e. key strategies) were developed based on recommendations in the Diagnostic Tool for School and District Effectiveness report and a review of current school data.

- Big Rock #1 – Reading – All students will be reading at grade level within two years.
- Big Rock #2 – Data-Driven Instruction/Differentiation – Routinely utilize the Data Driven Instruction protocol to identify student needs for the purpose of differentiating instruction and learning tasks.
- Big Rock #3 – Facilitate a Science, Technology, Engineering, and Math approach to learning by giving staff members the opportunity to provide students with interactive learning experiences that will foster the habits of critical thinking and problem solving.
- Big Rock #4 – Social-Emotional Developmental Health – Create a school culture that nurtures high academic and behavioral expectations that require mutual respect, personal responsibility and character development.
- Big Rock #5 – Family and Community Engagement – The school community proactively implements a plan for effective home-school communication and continuously identifies strategies for increasing parental involvement.

The Community Engagement Team will monitor the implementation of the big rocks. The team collaborated to identify six of the



Level 1

1. Priority School makes yearly progress
2. 3-8 English Language Arts - All students Level 2 and above
3. 3-8 Math - All students Level 2 and above
4. 3-8 Math - All students Mean Growth Percentile
5. Student Suspension Rate

Level 2

6. 3-8 Math Students with Disabilities Level 2 and above
7. 3-8 Math Black student Level 2 and above
8. 3-8 Math Economically Disadvantage students, Level 2 and above
9. 3-8 English Language Arts Students with Disabilities, Level 2 and above gap with non Students with Disabilities
10. Providing 200 hours of Extended Day Learning Time (after-school program)

Data collected from the following assessments will be used to assess progress towards Level 1 and Level 2 indicator goals:

- Dynamic Indicators of Basic Early Literacy Skills
- STAR Reading data
- Journeys – Beginning-of-the-year, Middle-of-the-year, and End-of-the-year assessments
- New York State Math and English Language Arts mid and end module assessments
- Building based common formative assessments for math
- Infinite Campus Behavior Reports

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).