



# Receivership

## Quarterly Report

2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/N/G)	SIG/SIF/SCEP Cohort
Harvey Austin Elementary School #97	140600010197	Buffalo City School District		SIG Cohort 5
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Kimer Cash	Lisa Robinson: Acting Principal	Mary Jo Conrad Associate Superintendent for School Leadership 716.816.3536	PreK-8	624

### 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*.

The Community Engagement Team, consisting of parents, teachers, administrators and students has reviewed the Receivership initiative is addressing specific indicators at level one and level two to improve student outcomes. The key strategies, engaging the community, and using data to drive our initiatives were discussed. The following indicates these initiatives.

1. **Key Strategies:**
  - National Urban Alliance (NUA) is our turnaround partner. NUA has been our partner since 2014 and has presented cultural responsive instructional strategies via their Pedagogy of Confidence theory of action to all of our teachers.
  - Magic Penny is an early literacy program that we have adopted to help teach Kindergarten students Early Literacy Skills. We believe early intervention is



vital to the long term success of our students.

- With the creation of the Instructional Technology Coach position, we have established a rigorous professional development schedule for the integration of technology into every classroom.
- Create a school culture that embodies high expectations through the identification, promotion and support of social and emotional development. Our Student Support Team, consisting of a psychologist, counselor, social worker and Say Yes coordinator, has established a data tracking system for students they service. The impact of this data tracking system is that students are placed in tiered interventions with one or more of the service providers.
- Provide 200 Hours of Extended Day Learning (ELT). 98 hours of ELT have been provided during this reporting period.

**2. Engaging Community:**

The Community Engagement Team (CET) met on November 19<sup>th</sup> and December 17<sup>th</sup> to share pertinent information with stakeholders and allow for collaboration among its various constituents. Technology will be used to enhance communications throughout the Receivership process. Drop box, emails, and webinars will be utilized for the development of a completely transparent community.

Our Parent Facilitator has created an inviting atmosphere that has established a solid group of four parent volunteers to work within the school community. The impact can be seen by the daily presence of parents in the building. These parents work with teachers and staff to resolve issues that can be improved with home-to school connections. These parents also organize events for parents. The parents have stated that they feel like they have more of a voice in school decisions than before.

**3. Metrics/Indicators:**

- Demonstrable Improvement within each Metric will be measured by multiple measures at each grade level. The above strategies will be utilized to reach specific targets and aspire to specific goals. Professional development utilized throughout this school year will be key for reaching our targets. The main focus will be addressing ELA and Math deficiencies through usage of the above strategies.

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@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). The Quarterly Report in its entirety must be posted on the district web-site.



## Part I – Demonstrable Improvement Indicators

### LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress		NA	Make Progress	Harvey Austin will take specific steps to ensure that the progress of each indicator is monitored appropriately. <ul style="list-style-type: none"> <li>Administrative team conducts daily classroom observations and the data is analyzed for trends. Data trends are discussed further with the instructional leadership team.</li> <li>Classroom observations gathered evidence that math curriculum planning was not on pace during the first reporting period. Common planning time with the instructional coach and Support Math teacher was provided for 4 hours to all grade levels. Teachers modified the math modules and as a result, teachers are on pace for yearly progress.</li> </ul>
School Safety		10	10% reduction in Serious Incidents	<ul style="list-style-type: none"> <li>The Social Worker was hired in November completing the full-time Student Support Team (SST). Progress towards this goal is monitored on a weekly basis by the SST and administrative teams. The SST held 14 Tier 2/3 meetings, addressing specific students' needs and creating a plan of action that can be monitored and assessed. All identified tier 2 and tier 3 students receive services from SST members or are overseen by SST members in order to reduce the potential of more serious incidents. During this reporting period, 11 students received check in check out and 31 students participated in SALG groups. Each students' progress is measured on an individual basis.</li> <li>The most current data involving Serious Incidents: 1 incident involving illegal drugs, 2 sexual harassment incidents (photo &amp; verbal/written harassment), and 1 student arrested for biting an administrator for a total of 4. All serious incidents involved students from the 7-8 house. The serious incidents have been addressed through formal suspension, IEP amendment, and recommendation to the Pathways program.</li> </ul>
3-8 ELA All Students Level 2 & above		24%	1% increase	<p>The data for the 2014-2015 ELA Level 2 &amp; above= 22%. This data is not on a trajectory for realizing Demonstrable Improvement. Harvey Austin took these specific steps to ensure that the progress of this indicator is monitored appropriately:</p> <ul style="list-style-type: none"> <li>Utilized an Integrated Co Teacher to provide guided reading differentiated support in Grade 5.</li> <li>One Grade Level Meeting round was used to identify students on the cusp of NYS ELA proficiency levels (high 1 to 2, high 2 to 3). Through individual student data it was found</li> </ul>



				<p>that all students struggled with constructed response questions, particularly pertaining to main idea.</p> <ul style="list-style-type: none"> <li>Next steps: Monitoring main idea lessons utilizing the 2 point short response rubrics in lesson plans and lesson implementation and through reviewing student work at Grade Level Meetings.</li> <li>The proactive approach in order for students in grades K-3 to meet the target includes the following: There is a focus on the use of instructional strategies via NUA, Magic Penny, and technology to make strides towards increasing student growth. The Magic Penny data from Kindergarten was collected at the beginning of the year and mid-year testing was completed in January of 2016. All Kindergarten students showed growth from beginning of year to middle of year. Growth was graphed and shared at grade level meeting. All students in grades 1 through 3 are being tracked using Fountas and Pinnell Guided Reading testing. Approximately 80% of students in grades 1 through 3 made progress on assessments given in both December 2015 and January 2016. Specific interventions were set up for students not making growth by use of different reading strategies (ie. Timed fluency/repeated readings). These students' growth will be monitored in 6 weeks. Progress towards this goal is monitored in 6 weeks by re-assessing students via DIBELS and running records. Fifteen Kindergarten students and all grade 1 through 4 students are tracked on the Guided Reading Data Wall in the Grade Level Meeting Room. Student data cards are moved and movement is tracked and discussed during grade level meetings.</li> </ul>
3-8 Math All Students Level 2 & above		21%	1% increase	<p>The data for the 2014-2015 Math Level 2 &amp; above = 30%. This data is on a trajectory for realizing Demonstrable Improvement. This is the third year that Harvey Austin utilized the New York State Engage NY Math Modules to facilitate instruction on the CCLS Math standards. Harvey Austin took these specific steps to ensure that the progress of this indicator is monitored appropriately</p> <ul style="list-style-type: none"> <li>le. Classroom observations gathered evidence that math curriculum planning was not on pace during the first reporting period. Common planning time with the instructional coach and Support Math teacher was provided for 4 hours to all grade levels. Teachers modified the math modules and as a result, teachers are on pace for yearly progress.</li> </ul>
3-8 ELA All Students MGP		39.36	50.72	<p>The Mean Growth Percentile (MGP), is the average of the Student Growth Percentiles (SGPs) attributed to a given educator. An educator's overall MGP across all grades and subjects is used to determine his/her State-provided Growth Rating and Growth Score. For a teacher, the MGP is a weighted average of the SGPs of the students assigned to the teacher, including consideration of student enrollment and attendance. For a principal, the MGP is the average of the SGPs of the students enrolled in the school. Please reference the School, District, and State data regarding</p>





			<p>MGP at the following link: <a href="#">Harvey Austin School #97 3-8 ELA Assessments (2014 - 15)</a>. Please include attachments.</p> <p>The data for the 2014-2015 ELA Level 2 &amp; above= 22%. This data is not on a trajectory for realizing Demonstrable Improvement.</p> <p>In order to improve the MGP target, the following was implemented during this reporting period: Professional Development was monitored in the following ways:</p> <p>Instructional coaches and technology coach have a system in place to request specific support in addition to NUA professional development.</p> <p>Teachers have the opportunity to provide feedback on each professional development through the use of our Professional Growth System (PGS).</p> <p>Administrators used weekly walkthroughs and lesson plans to collect evidence that professional development opportunities are having a positive impact on student learning.</p>
3-8 Math All Students MGP	35.75	51.17	<p>An MGP, or Mean Growth Percentile (MGP), is the average of the Student Growth Percentiles (SGPs) attributed to a given educator. An educator’s overall MGP across all grades and subjects is used to determine his/her State-provided Growth Rating and Growth Score. For a teacher, the MGP is a weighted average of the SGPs of the students assigned to the teacher, including consideration of student enrollment and attendance. For a principal, the MGP is the average of the SGPs of the students enrolled in the school. Based on the 2014-2015 New York State Math data it is likely that we are on a trajectory for realizing Demonstrable Improvement in this area as of this reporting period. Please reference the School, District, and State data regarding MGP at the following link: <a href="#">Harvey Austin School #97 3-8 Mathematics Assessments (2014 - 15)</a></p> <p>In order to improve the MGP target, the following was implemented during this reporting period: Professional Development was monitored in the following ways:</p> <p>Instructional coaches and technology coach have a system in place to request specific support in addition to NUA professional development.</p> <p>Teachers have the opportunity to provide feedback on each professional development through the use of our Professional Growth System (PGS).</p> <p>Administrators used weekly walkthroughs and lesson plans to collect evidence that professional development opportunities are having a positive impact on student learning.</p>
Grades 4 and 8 Science All Students Level 3 and above	33%	1% increase	<p>The data for the 2014-2015 4 and 8 Science All students Level 3 and above= 37%. This data is on a trajectory for realizing Demonstrable Improvement.</p> <p>The following was implemented this reporting period:</p> <ul style="list-style-type: none"> <li>On December 1<sup>st</sup>, the fourth grade team met to review the expectations, content, skills, and performance requirements for the June 2016 Science exam.</li> <li>The instructional technology coach prepared flip charts and test questions by topic for the fourth grade team. Evidence of implementation is seen in lesson plans and classroom visits by administration and instructional technology coach.</li> </ul>



**LEVEL 2 Indicators**

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Black Students Level 2 and above		25%	1% increase	<p>The 2014-2015 New York State ELA data for Black/African American students scoring Level 2 &amp; above= 22%. Of the 354 that took this test, 328 were Black/African American. Therefore the interventions and strategies mentioned in the Level One indicator "3-8 ELA All Students Level 2 and Above" also target our Black/African American students. This data is not on a trajectory for realizing Demonstrable Improvement.</p> <p>In addition to the above strategies, NUA has provided 6 days of embedded professional development this reporting period across grade levels and subject areas in the area of building relationships with students; NUA's Core belief that no significant learning can take place without building relationships. The strategies taught are researched based to effectively impact African American students. These strategies are monitored through lesson plans and lesson implementation through observation. ie. The "Community Builder" strategy has been observed both in action and in lesson plans.</p>
3-8 ELA ED Students Level 2 and above		22%	1% increase	<p>The 2014-2015 New York State ELA data for Economically Disadvantaged Students scoring Level 2 and above= 21%. Of the 354 students that took the test, 306 were Economically Disadvantaged. Therefore the interventions and strategies that we are applying school-wide in grades 3-8 target our Economically Disadvantaged students. This data is not on a trajectory for realizing Demonstrable Improvement.</p> <p>Harvey Austin took these specific steps to ensure that the progress of this indicator is monitored appropriately:</p> <ul style="list-style-type: none"> <li>• Utilized an Integrated Co- Teacher to provide guided reading differentiated support in Grade 5.</li> <li>• One Grade Level Meeting round was used to identify students on the cusp of NYS ELA proficiency levels (high 1 to 2, high 2 to 3). Through individual student data it was found that all students struggled with constructed response questions, particularly pertaining to main idea.</li> <li>• Next steps: Monitoring main idea lessons utilizing the 2 point short response rubrics in lesson plans and lesson implementation and through reviewing student work at Grade Level Meetings.</li> <li>• The proactive approach in order for students in grades K-3 to meet the target includes the following: There is a focus on the use of instructional strategies via NUA, Magic</li> </ul>



			<p>Penny, and technology to make strides towards increasing student growth. The Magic Penny data from Kindergarten was collected at the beginning of the year and mid-year testing was completed in January of 2016. All Kindergarten students showed growth from beginning of year to middle of year. Growth was graphed and shared at grade level meeting. All students in grades 1 through 3 are being tracked using Fountas and Pinnell Guided Reading testing. Approximately 80% of students in grades 1 through 3 made progress on assessments given in both December 2015 and January 2016. Specific interventions were set up for students not making growth by use of different reading strategies (ie: Timed fluency/repeated readings). These students' growth will be monitored in 6 weeks. Progress towards this goal is monitored in 6 weeks by re-assessing students via DIBELS and running records. Fifteen Kindergarten students and all grade 1 through 4 students are tracked on the Guided Reading Data Wall in the Grade Level Meeting Room. Student data cards are moved and movement is tracked and discussed during grade level meetings.</p>
<p>3-8 Math Black Students Level 2 and above</p>		<p>20%  1% increase</p>	<p>The 2014-2015 New York State data for Black/African American students that scored a Level 2 &amp; above on Math= 31%. The data for the 2014-2015 Math Level 2 &amp; above= 30%. This data is on a trajectory for realizing Demonstrable Improvement. This is the third year that Harvey Austin utilized the New York State Engage NY Math Modules to facilitate instruction on the CCLS Math standards.</p> <p>Harvey Austin took these specific steps to ensure that the progress of this indicator is monitored appropriately</p> <ul style="list-style-type: none"> <li>• le. Classroom observations gathered evidence that math curriculum planning was not on pace during the first reporting period. Common planning time with the instructional coach and Support Math teacher was provided for 4 hours to all grade levels. Teachers modified the math modules and as a result, teachers are on pace for yearly progress.</li> <li>• In addition to the above strategies, NUA has provided 6 days of professional development this reporting period across grade levels and subject areas in the area of building relationships with students; NUA's Core belief that no significant learning can take place without building relationships. The strategies taught are researched based to effectively impact African American students. These strategies are monitored through lesson plans and lesson implementation through observation. le. The "Community Builder" strategy has been observed both in action and in lesson plans.</li> </ul> <p>The 2014-2015 New York State Math data for Economically Disadvantaged Students scoring a level 2 and above= 30%. The data for the 2014-2015 Math Level 2 &amp; above= 30%. This data is on a trajectory for realizing Demonstrable Improvement. This is the third year that Harvey Austin utilized the New York State Engage NY Math Modules to facilitate instruction on the CCLS Math standards.</p>
<p>3-8 Math ED Students Level 2 and above</p>		<p>21%  1% increase</p>	<p>The 2014-2015 New York State Math data for Economically Disadvantaged Students scoring a level 2 and above= 30%. The data for the 2014-2015 Math Level 2 &amp; above= 30%. This data is on a trajectory for realizing Demonstrable Improvement. This is the third year that Harvey Austin utilized the New York State Engage NY Math Modules to facilitate instruction on the CCLS Math standards.</p>



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Providing 200 Hours of Extended Day Learning (ELT)	NA	NA	Lt. Col. Matt Urban Human Services Center of WNY is the 21 <sup>st</sup> Century After School Program Community Based Organization. There are currently 140 grade 4-8 students enrolled as of this reporting period. Daily attendance averages 70 to 90 students. The goal is to have 200 students enroll over the course of the program.	There have been several changes in the staff that works for the program, including teaching staff and Program Coordinators. A new Program Coordinator has been recently hired to facilitate, with administration, the restructuring of the program to meet student academic needs. Strategies to increase student participation and attendance will be reviewed.	
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 II – Key Strategies**

<p><b>Key Strategies</b>  <i>As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</i></p>			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.	





1.	<p>Facilitate continuous learning and growth through job-embedded, building level and evidence-based professional development. These professional development opportunities will expand on strategies to incorporate student-centered career and technical experiences into the instructional plans of teachers.</p>		<p>National Urban Alliance (NUA), our primary turnaround partner delivered a full day professional development to staff on both Saturday, November 7<sup>th</sup> and Saturday, December 12<sup>th</sup>. 33 Instructional staff attended NUA training on Saturday, November, 7<sup>th</sup>. 25 Instructional staff attended NUA training on Saturday, December 12<sup>th</sup>. Teachers added strategies to enrich and enhance direct instruction in the classroom to their strategic resource book. These strategies focus on student engagement and student-driven work. The more students are engaged, the more their achievement will increase.</p>
2.	<p>Create a school culture that embodies high expectations through the identification, promotion and support of social and emotional development. This will be achieved by fully implementing the PBIS (Positive Behavior Intervention System) multi-tier system and by adapting an approach to data inquiry that is comprehensive, timely, cyclical, and results centered.</p>		<p>A Full Time Student Support Team (SST) has been assigned to Harvey Austin Elementary School #97. The SST Chair, Psychologist, Counselor, “Say Yes” Site Facilitator, 21<sup>st</sup> Century Afterschool Program Coordinator, Matt Urban Social-Emotional Coordinator and Sister’s Hospital Social Worker were all hired previous to this reporting period. The Social Worker was hired at the beginning of this reporting period.</p> <p>The SST developed a student tracking system through Dropbox to allow all team members and building Administrators to stay abreast of the Team’s efforts. At this time, approximately 200 students have been tracked on the Team’s proactive (preventative maintenance) and reactive (conflict resolution/problem-solving) tracking system. The Team is using this data to identify students who would benefit from student support and place those students in appropriate intervention groups such as group counseling and individual counseling.</p> <p>The SST Team and stakeholders meet once per month to review the data they track. “Panther Paws” are being utilized to reward students for showing PBIS expectations. These Panther Paws can be redeemed for positive reinforcement activities. The School Psychologist and the 3 lead teachers for PBIS have 2 monthly planning meetings during this reporting period. The outcomes of these meetings have included: Grade 7 &amp; 8 now has a Panther Paw ticket system and celebrations to reward positive behaviors took place in November and December 2015.</p>
3.	<p>Implement a highly engaging and rigorous curriculum</p>		<p>All grade level teams K through 8 have met for common planning of curriculum</p>



<p>aligned to the Common Core Learning Standards that challenges every student and increases instructional learning opportunities. Student achievement for all students will be maximized given the appropriate modifications and the use of data driven inquiry, differentiated instruction, and instructional strategies that engage in strategic instructional practices and decision-making.</p>		<p>during this reporting period before or after school. Each grade level had at least 4 hours total of paid curriculum planning time outside of the work day. Curriculum work completed during this planning time included: NYS Math Module planning in order to stay on the District schedule <i>and</i> meet student needs, Guided Reading and Literacy Differentiation planning, CCSS Writing planning, New York State Science Curriculum planning for grade 4, and curriculum planning with our NUA partner liaison/mentor. Students are receiving instruction at an appropriate pace that leads to mastery.</p> <p>During this reporting period all students in grades 1 through 3 were re-assessed using the Fountas and Pinnell placement test. 15 students in Kindergarten were given introductory assessments based on data. The data gathered was discussed in grade level meetings and differentiated Guided Reading Groups were formed. Grade level meetings (led by Instructional Coaches and administrators) focused on Data Driven Inquiry concerning New York State ELA, Math and scores from the Spring 2015 assessments for students in grades 4-8. Student levels were identified. A chart was created by the Title 1 Math teacher and Instructional Coaches to provide an “at-a-glance” view of students that scored on the cusp of the next level (i.e., a “high” level 1). Teachers are using this data to create differentiated groups for instruction and in goal setting for this year. Through teacher observation by both the NUA liaison and administrators it is evident that teachers are using NUA instructional strategies. Teachers have been observed using NUA instructional practices such as Morning Meeting, Morning Message, Community Builders, Guided/Differentiated Math, Thinking Maps and the Four Square strategy (during this reporting period). Based on a 4 point writing rubric, student writing skills have improved in some areas. Overall, many students reading levels have increased.</p> <p>Teachers are integrating technological resources with their curriculum and the Common Core Learning Standards to enhance their instructional practices to deliver lessons and assess student understanding to make further instructional planning decisions. This is evident through the increased teacher use of tablets, ActiVotes, flipcharts in Activinspire, and web cameras with students in the</p>
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		<p>classroom. This has been evident during this reporting period by both the Instructional Technology Coach co-planning and co-teaching as well as administrative checking of lesson plans and observations.</p> <p>The impact of this work has been evident in student research writing pieces. For example, grade 1 students researched a topic and wrote an informative writing piece using their research to state facts and details in their piece. Grade 7 students researched a colony online and created a brochure with facts and details about their colony. Both of these examples were scored using rubrics. Immediate and timely data is collected through ActiVotes, Kahoot and Illuminate. This data can be used immediately for re-teaching. It can also be used for differentiation and remediation.</p>
<p>4. Providing 200 Hours of Extended Day Learning (ELT)</p>		<p>140 grade 4-8 students are enrolled in the Extended Day Learning Program (ELT) as of January 2016. The goal is 200 students. The on-site ELT Program Director position funded by the Lt. Matt Urban Association (CBO), was vacant for 3 instructional weeks during this reporting period. The new ELT Program Director began on Jan. 14, 2016. One instructional position funded by the CBO is currently vacant. The off-site Director of the CBO is currently recruiting for this position. The Matt Urban Social-Emotional Coordinator provides a bridge between the school day and ELT by pulling boys and girls groups both during the school day (lunch-bunch groups) and during ELT, supporting social-emotional health of students and assists with barriers to attendance in both the school day &amp; afterschool.</p> <p>The three goals for the 21<sup>st</sup> Century Program are: Enhance academic achievement of students participating in the program, develop good citizens who make healthy choices at home, at school, and in the community, focus on increasing family involvement in their child's education and within the school community.</p>
<p><b>Green</b></p> <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</p>	<p><b>Yellow</b></p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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

#### **Community Engagement Team (CET)**

Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.

Status (R/Y/G)	Analysis / Report Out
	<p>The Community Engagement Team (CET) was formed in September 2015. The Team has monthly meetings on the 3<sup>rd</sup> Thursday of each month. Meetings were held on November 19<sup>th</sup> (15 present, including 5 parents) and December 17, 2015 (11 present, 4 parents). The CET provided comments and suggestions on the first quarterly report on October 22, 2015. Suggestions and feedback from the October meeting were used in preparation for completion of this document. The second Receivership Quarterly Report was shared in its entirety on January 21, 2016 at both the Site Based Management Team (SBMT) and CET meetings. Key stakeholders were also interviewed and their suggestions and comments are included in this report. The parent group is a sub-committee of the CET. 8 parents are active members of the parent group. The Parent Facilitator was appointed on September 17, 2015. The goal of the parent group is to build a bridge between parents and instructional staff to increase student achievement. The Parent Facilitator stated that the parents feel that they have more input, feel more ownership and are more informed as an outcome of their involvement with the CET during this reporting period. Parents will continue to have the opportunity to attend monthly CET meetings as well as School Based Management Team (SBMT) meetings, they will also have the opportunity to volunteer for social and academic activities and Title I sponsored workshops. One of the events the parents organized was a Math Day held on January 14<sup>th</sup> in which 8 parents attended. Parents/guardians were invited into the school during the day to participate in a Math lesson with their child. The impact is that the parents who attended have a better understanding of how to help their children with math curriculum at home.</p> <p>The parent group will continue to organize events and work with the CET to ensure successful implementation of the Community Engagement Plan.</p>
<p><b>Powers of the Receiver</b></p> <p>Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.</p>	
Status (R/Y/G)	Analysis / Report Out
	<p><i>The district has finished negotiations for changes in the collective bargaining agreement for 20 of the schools identified as Struggling or Persistently Struggling. For the schools that have not been included in the most recent decisions of the Commissioner regarding the district proposals to alter the Buffalo Teacher's Federation (BTF) contract, we have sent dates for negotiation to the BTF to begin the process - the goal is to have all Receivership schools included in the Commissioner's decisions regarding the proposals altering the BTF collective bargaining agreement.</i></p> <p><i>The Commissioner has approved the Receiver's ability to:</i></p>





	<ul style="list-style-type: none"> <li>• Involuntarily transfer teachers from any Receivership school</li> <li>• Deny the voluntary transfer of any teacher (to increase the stability of the faculty)</li> <li>• Change the Start time of a school building</li> <li>• Change the period length or time allotment in the school building to allow for additional common planning time</li> <li>• Mandate Professional Development of teachers and administrators at all Receivership schools</li> <li>• Ability to fill summer school and extra-curricular activity positions with the most qualified teacher, not simply by seniority</li> <li>• Ability to interview teachers and fill transfers with the most qualified teacher</li> <li>• The ability to hold faculty meetings twice per month</li> </ul> <p><i>Receivership schools are in the process of analyzing the approved proposals and working/discussing with their CET's to decide what changes are going to take place that allow use of the enhanced Receivership "powers". Principals will begin to gather data to support teacher transfers and identify additional Professional Development that will be mandated at their individual schools.</i></p> <p><i>Lastly, voluntary teacher transfers are due to the Human Resources office by March 23rd. After that date, the Receivership Principals will be notified of teachers from their schools' that have requested a transfer. After discussion with the Receiver, they will decide if a teacher will be allowed to transfer.</i></p> <p><i>Increased use of the additional Receivership powers - approved by the Commissioner will be discussed and examined by each schools Administrative team, along with the CET, Associate of School Leadership, and the Superintendent as Receiver.</i></p>
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</p>
Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>
Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



## Part IV – Best Practices(Optional)

### Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy 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.

List the best practice currently being implemented in the school.	
1. Guided Reading	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts. A Guided Reading Leveled Library was established in the beginning of the 2015-2016 school year. All students in grades First through Fourth grade were given initial Guided Reading placement tests in September 2015. Kindergarten placement testing began in December 2015 for students identified as ready to read. Retesting takes place in the middle of the year and lastly at the end of the year. Growth is measured on a "Literacy Data Wall". Growth is charted on individual student data cards. 2015-2016 is the first full year of using a Balanced Literacy approach to the curriculum, which includes Guided Reading instruction in grades 1-3. The data from grades 1-3 allows us to identify which students are growing or not in their reading abilities. Guided Reading groups are created from this data to form targeted group instruction. Student growth is tracked and discussed during grade level meetings.
2. "Backwards Planning" New York State Math Modules	Teachers in grades 1 through 6 have been given 2-4 hours of paid curriculum planning time outside of the regular school day to Backwards Plan/Map each New York State Math Module (NYSMM) before or after school. This is our third year using the NYSMM as the curriculum to teach the New York State Common Core Math Standards. Our Support Math Teacher (SMT) supports the majority of this planning time along with the Instructional Coaches. Teachers have been better able to meet pacing requirements set by the District as a result of this planning time. This is evidenced in lesson plans and lesson observation by administration. They are also able to look forward at standards that may need to be taught sooner than a module suggests. Lastly, they are able to use data to drive their instruction, removing and adding lessons and scaffolding as the data dictates need.



**Part V – Attestation**

**ATTESTATION:** By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

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

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

