

Receivership Public Hearing

Mary McLeod Bethune

School No. 45

August 5, 2015



Public Hearing Agenda

Receivership

- Purpose of the Public Hearing
- What is Receivership?

School Presentation

- Review of School Data
- Overview of What Has Been Accomplished
- Overview of What Still Needs to Be Done

Feedback Opportunity!!



What Is Receivership?

- State law requires “persistently struggling” or “struggling” schools to make rapid achievement gains
- If schools do not meet improvement targets within one or two years, the District is required to appoint an outside receiver approved by the State
- An appointed receiver will have broad authority to set and manage school improvement plans
- The Superintendent will act as a receiver first
- Data for improvement targets will be released Sept. 2



Receivership Schools Statewide

District	# Persistently Struggling	# Struggling	Total
Buffalo	5	20	25
New York City	7	55	62
Rochester	4	10	14
Syracuse	1	17	18
Yonkers	1	7	8
12 other districts statewide	2	15	17
TOTAL	20	123	144

Rochester Receivership Schools

Year 1: Persistently Struggling

- East High School
- Charlotte High School
- James Monroe High School
- Dr. Martin Luther King Jr. School No. 9

Year 2: Struggling

- Nathaniel Rochester School No. 3
- Roberto Clemente School No. 8
- Enrico Fermi School No. 17
- Abraham Lincoln School No. 22
- Dr. Louis A. Cerulli School No. 34
- Kodak Park School No. 41
- Lincoln Park School No. 44
- Mary McLeod Bethune School No. 45
- Northeast College Prep
- Northwest College Prep



Receivership School Timeline



By Aug. 14, Receivership Schools Must Have:



- Communicated the school's status
- Established a School Community Engagement Team
- Submitted a state-approved intervention model or comprehensive education plan
- Conducted a Public Hearing

These steps are completed or underway and all schools will meet the deadline.



Community Engagement Team

- Rhonda Morien (Principal)
- Steve Humphrey (Assistant Principal)
- Patricia Brockler (Assistant Principal)
- Jennifer Wolford (RTA Teacher)
- Chris Clements (RTA Teacher)
- Virginia Gordon (RTA Teacher)
- Michael Boehm (RTA Teacher)
- Taylor Harding (RTA Teacher)
- Heather Belanger (RTA Teacher)
- Patty Engert (Parent Liaison)
- Yari Vicente (Parent)
- Evelyn Cinta (Parent)
- Perry Read (Parent)
- Perris Read (Student)
- Paul Clarke (Center for Youth)
- Dwayne Mahoney (Boys and Girls Club)



Purpose of the Public Hearing

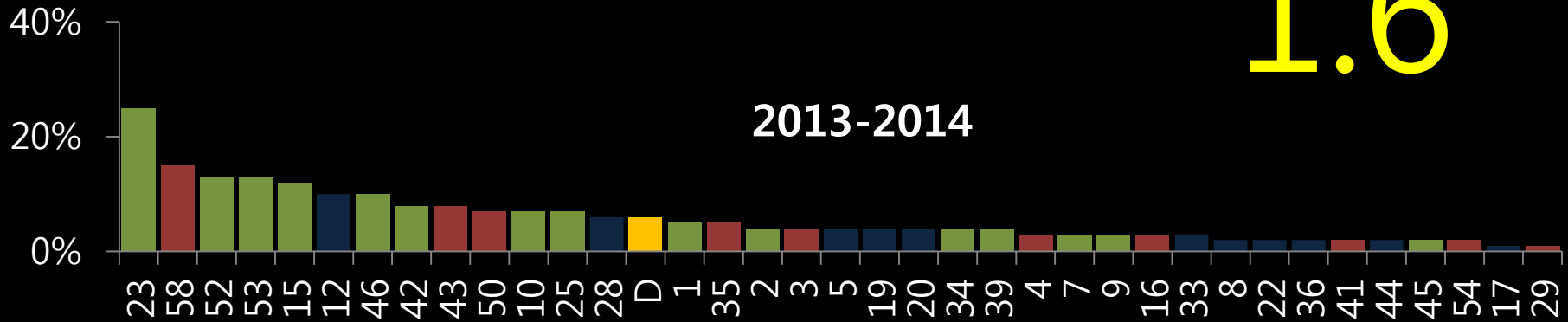
- Discuss the performance of the designated school and the construct of Receivership.
- Provide feedback to the school's Community Engagement Team on the school's comprehensive education plan or department approved intervention plan.



Elementary Schools 3-8 ELA

Student Proficiency Performance Level 3 & 4 2013-14 Performance Results Compared to 2012-13 Performance

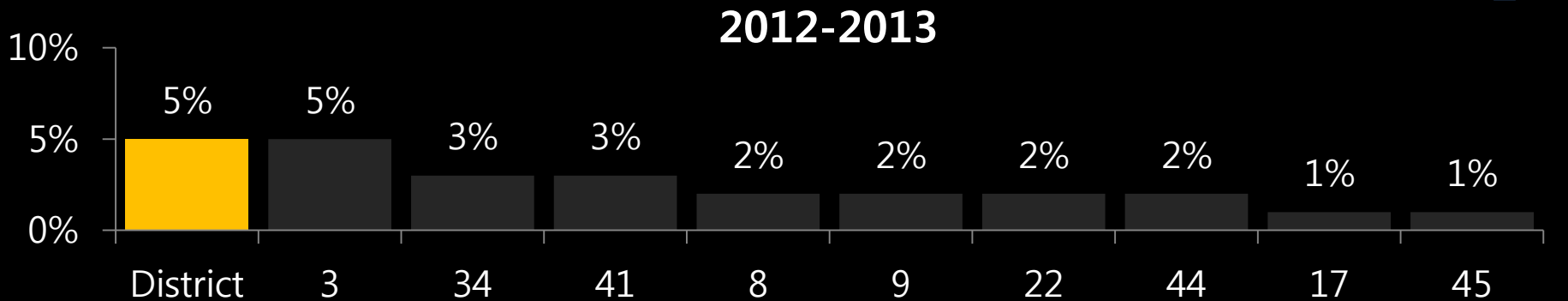
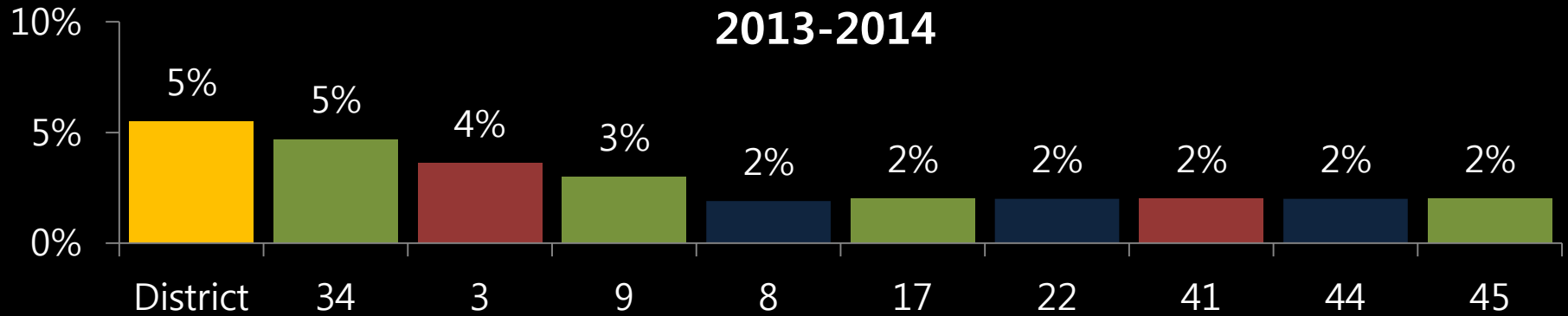
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Priority Elementary Schools 3-8 ELA

Student Proficiency Performance *Level 3 & 4*

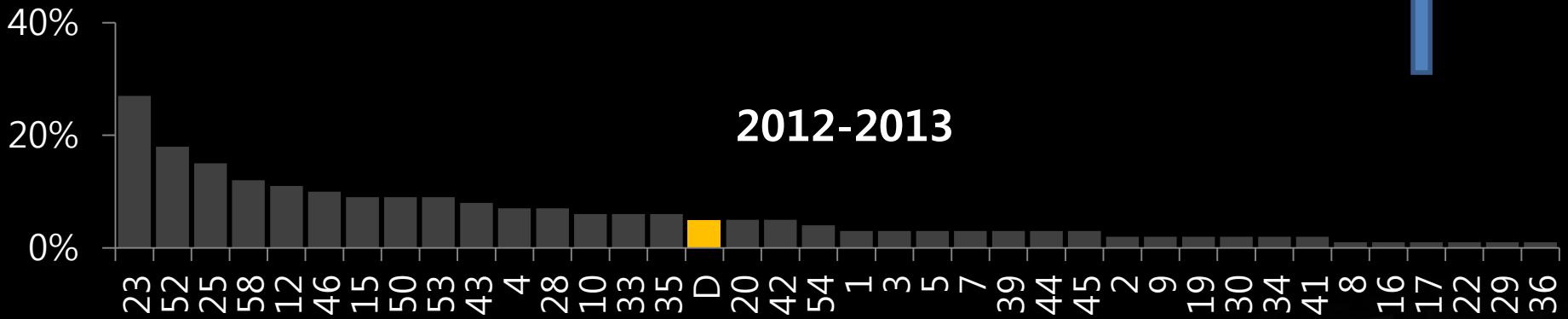
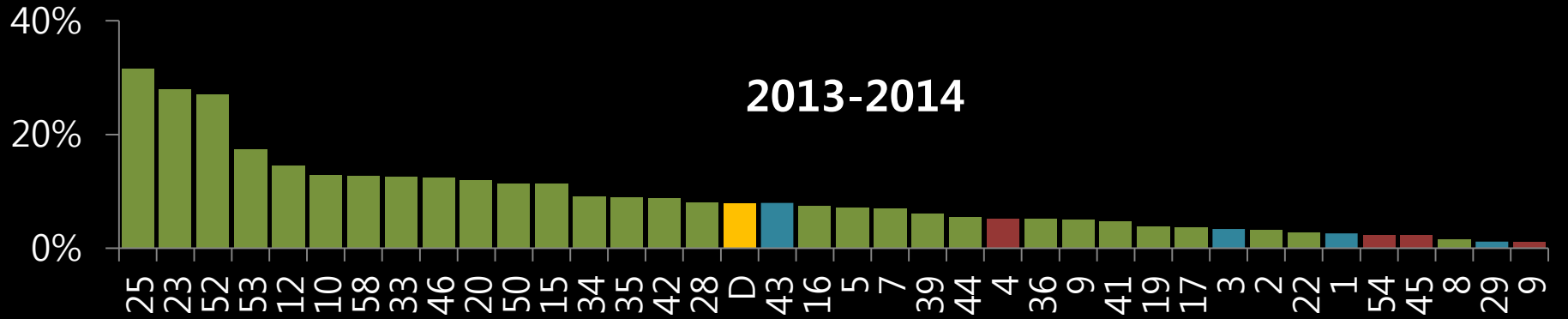
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 Math

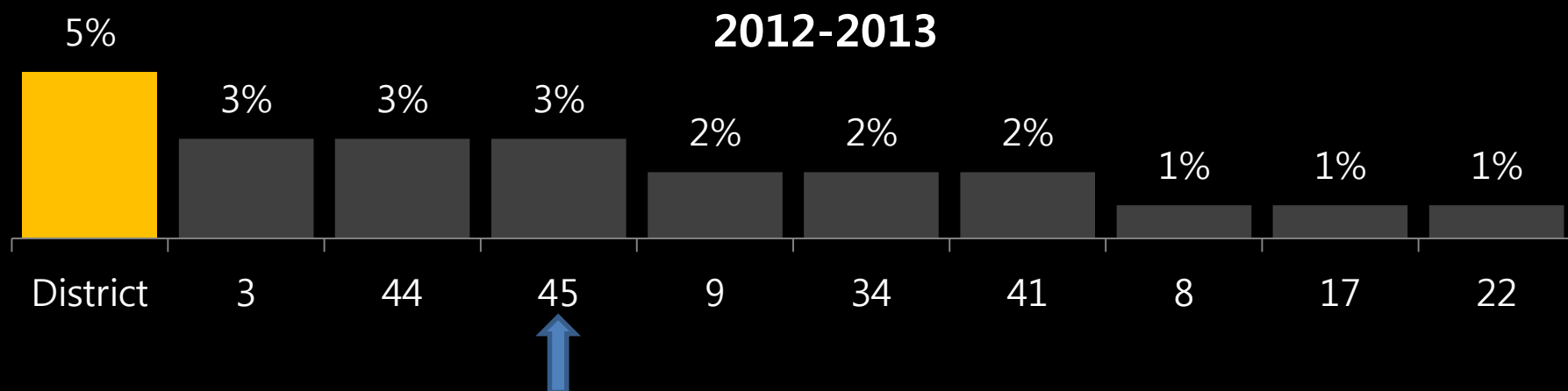
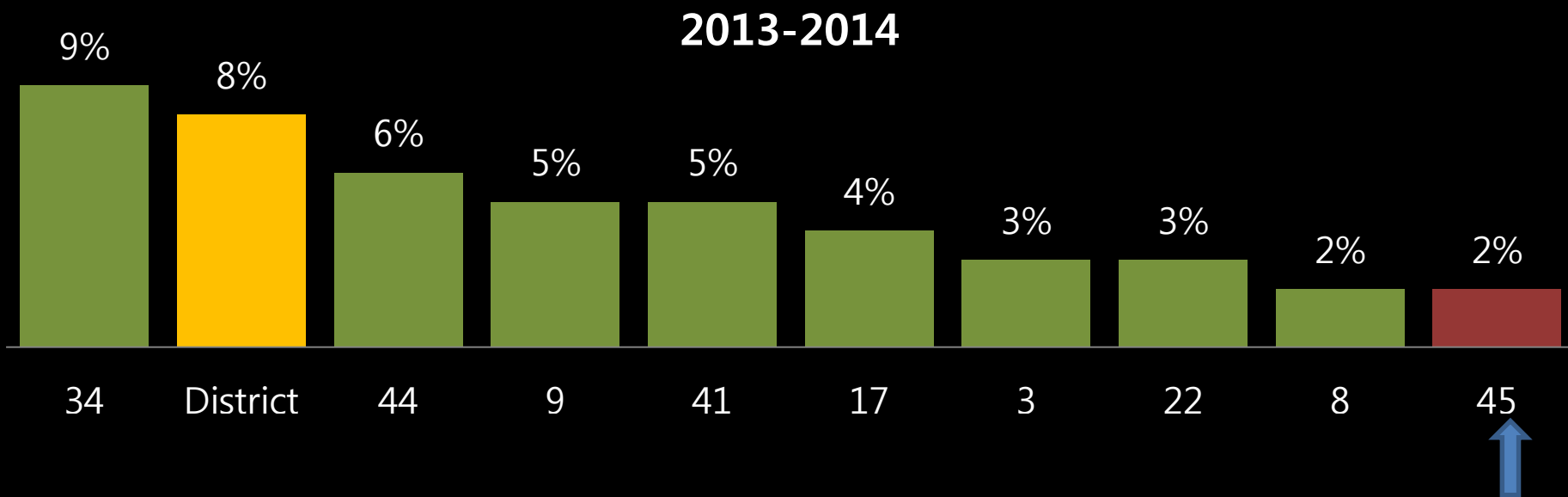
Student Proficiency Performance Level 3 & 4

2013-14 Performance Compared to 2012-13 Performance



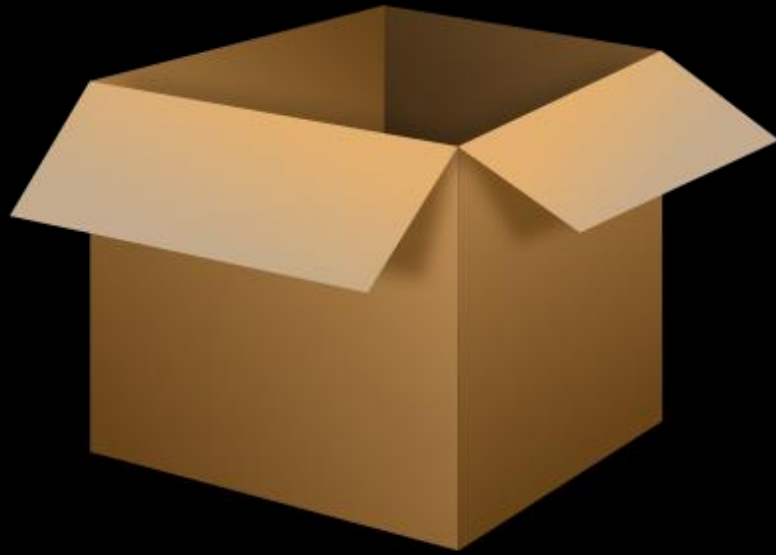
Priority Schools 3-8 Math

Student Proficiency Performance Level 3 & 4 2013-14 Performance Compared to 2012-13 Performance



Many people think inside the box.





Some people think outside of the
box.

This year we must think as if there
is no box.



Tenet 2

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement

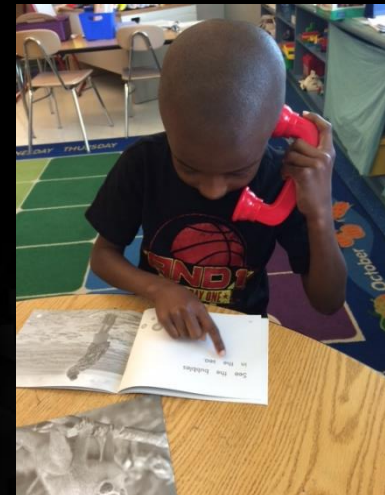
Already Accomplished in 4 Weeks

- Recruited 4 highly effective teachers, minimized itinerant teachers
- Established school culture as a priority for staff, students and community and
- are in the process of establishing an academic and positive school culture
- professional development plan
- Established a Success Center to decrease suspension rate and increase instructional time
- Met weekly with 7th and 8th grade team to develop Student Leadership Academy priorities and norms
- Organized a camping trip for all 7th and 8th graders to establish relationships
- Organized restorative justice training for 7th and 8th grade teachers and a future date for all staff in September
- Organized a school wide PD in the 7 habits of highly effective people
- Organized protocols for professional learning communities to develop targeted instruction
- Leadership team has been developed to analyze school data to inform next steps
- Planned engaging and welcoming opening day
- Met with community partners to launch working relationship
- Surveyed all staff to gain focused feedback on strengths and needs



Already Accomplished in 4 Weeks continued...

- Established enrichment strands k-8 with a focus on mind, body and soul
- Purchased materials to do a robotics course in k-8
- Maximized instructional time by adding a writing and intervention/acceleration block in grades k-6 and an advisory and intervention block in 7 and 8 to school wide schedule
- Established a School Community Engagement Team
- Established a comprehensive committee structure to align with the DTDSE, SIG and the ELT 7 essential elements for NCTL schools
- Leadership attended project CRISS Professional Development to better launch the initiative with staff



Plans for Continued Transformation

- ❑ Each administrator will conduct 4 bi weekly walkthroughs.
- ❑ Regular visits to PLCs for feedback
- ❑ Daily walkthroughs
- ❑ Weekly review of transformation agenda items in Administrative meetings
- ❑ Monthly voluntary staff meetings
- ❑ Monthly school based planning team meetings
- ❑ Ensuring monthly PBIS team meetings, events, announcements/acknowledgements, STAR ticket use, station rotation, and
- ❑ Regular training in the 7 Habits of Highly Effective People for the school wide community and the Leader in Me for the Student
- ❑ Additional restorative justice professional development for all staff



Tenet 3

Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Already Accomplished in 4 Weeks

- ❑ Identified 10 classrooms to pilot Lucy Calkins's writing units of study
- ❑ Identified a model science classroom to implement the next generation science standards with live animals
- ❑ Selected researched based programming such as Blueprint for Intervention, Reading Mastery, Corrective Reading, Ramp up, On Ramp
- ❑ Developed daily staff support plan for intervention/acceleration blocks in all grades



Plans for Continued Transformation

- ❑ Identify curriculum for intervention blocks and advisory to better differentiate instruction
- ❑ Use PLC times to create action plans and set goals to achieve instructional targets
- ❑ Spring scores will go home with report card.
- ❑ Establish school wide lesson plan expectations based on the Danielson rubric
- ❑ Provide Timely Actionable feedback
- ❑ Involve all stake holders in planning effective instruction
- ❑ Learn to better plan from the standards and develop common instructional strategies within grade level units



Tenet 4

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Already Accomplished in 4 Weeks

- Established a data protocol
- Investigated the piloting of the skills navigator to better use NWEA learning Continuum
- Leadership attended project CRISS Professional Development



Plans for Continued Transformation

- ❑ Daily PLC meetings to review data, assess student progress, etc.
- ❑ During PLC meetings, teachers will share best practices weekly.
- ❑ NWEA conducted three times per year.
- ❑ NWEA reviewed at monthly data team meetings
- ❑ NWEA data shared at PLCs
- ❑ Design a data team to review school wide data
- ❑ Sending home note cards with student goals for the fall and winter NWEA assessments.
- ❑ Spring scores will go home with report card.
- ❑ Fine tune RTI team to be more responsive to student needs
- ❑ Use Hatti's meta analysis to prioritize elements of greatest impact on student achievement
- ❑ Establish rituals and routines for core instructional blocks
- ❑ Develop and Analyze common formative assessments



Tenet 5

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Already Accomplished in 4 Weeks

- ❑ Hired a Success coach for Success Center
- ❑ Schedules will reflect social worker and Counselor in the Success Center
- ❑ Sent teachers, administrators and a counselor to Restorative Justice Training
- ❑ Established a 7th and 8th grade Facebook page to get student feedback about learning environment
- ❑ Created an agenda for leadership development and team building at 7th and 8th grade retreat
- ❑ Strategic placement of staff to support high need areas



Plans for Continued Transformation

- ❑ A google drive template will be created by Eileen Hurwitz for documenting social emotional Tier 2 supports.
- ❑ PBIS training will be scheduled for August PD.
- ❑ PBIS will be overseen by the Learning Environment Team
- ❑ Monthly activities planned to support students who have demonstrated academic and behavioral expectations in line with positive school wide culture- PBIS team
- ❑ Decision Making Team will initiate the RTI process to ensure students are being academically and emotionally supported.
- ❑ Building staff will be identified and placed in specific grade level areas for support.
- ❑ Station Rotation 3 times per year - PBIS Team - to support the School 45 matrix
- ❑ Mentoring programs development
- ❑ PBIS webinar
- ❑ Monitor staff implementation of SWPBIS school-wide strategies
- ❑ Use student behavior data to identify tier three children for purposes of connecting the child with a mentor and daily check-in check-out goal setting.
- ❑ Continue to align "Pathway to Services" and align with SWPBIS and restorative Practices

Tenet 6

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Already Accomplished in 4 Weeks

- Communicated school wide initiatives through district Robocall
- Identified school website Liaison
- Established a structure where each committee is responsible for planning and leading one school community evening event to better engage families
- Called every single 7th and 8th grade family to invite their child to the 7th and 8th grade retreat
- Met with local church to discuss school support plan
- Wrote a grant for Wegmans to get food for student retreat
- Established Drawing, Painting and Sculpting partnership for all first graders at the Memorial Art Gallery ten times a year which includes busing and admission
- Met with Center for Youth to establish a vision for their work
- Held a community task force meeting with Center for Youth and Boys and Girls Club



Plans for Continued Transformation

- ❑ Develop school wide Facebook page for families
- ❑ Parent Connect will be used by 25% of parents
- ❑ OACES will be doubled to full day program to access more families
- ❑ Evening events for ASD, Hispanic awareness, and additional events posted on our RCSD Calendar for better communication
- ❑ Every parent event will have a Parent Connect component incorporated.
- ❑ Teachers and building staff will regularly send letters home to students they are working with.
- ❑ Monthly Newsletter from Principal
- ❑ Establish Each One Reach One plan for recruiting additional family support and involvement
- ❑ Establish a functional volunteer program for community and family volunteers
- ❑ Expand student goal setting process to have students lead conferencing for their parents
- ❑ Increase the number of community partnerships in the building by 50%



Input/Suggestions

- ❑ Opportunity to provide some of your thoughts and input
- ❑ Each Table around the room represents a tenet:
 - Tenet 2: School Leader Practice and Decisions
 - Tenet 3: Curriculum Development and Support
 - Tenet 4: Teacher Practices and Decisions
 - Tenet 5: Student Social and Emotional Developmental Health
 - Tenet 6: Family and Community Engagement
- ❑ On each table is:
 - A box with the Tenet on it for you to “think outside of the box” with and record your ideas school improvement for each tenet
- ❑ Travel around the room and capture your thoughts on what else School #45 should consider to help increase student achievement.
- ❑ Team members will be at each table to answer questions as needed!

DON'T THINK OUTSIDE THE BOX.
THINK LIKE THERE IS NO BOX.

Questions



“Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance, determines your destiny.”