



***Receivership
Public Hearing
Kodak Park School
School No. 41
August 6, 2015***



Public Hearing Agenda

Receivership

- Purpose of the Public Hearing
- What is Receivership?

School Presentation

- Review of School Data
- Overview of School Comprehensive Education Plan (SCEP) or Intervention Model Plan (SIG or SIF)

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

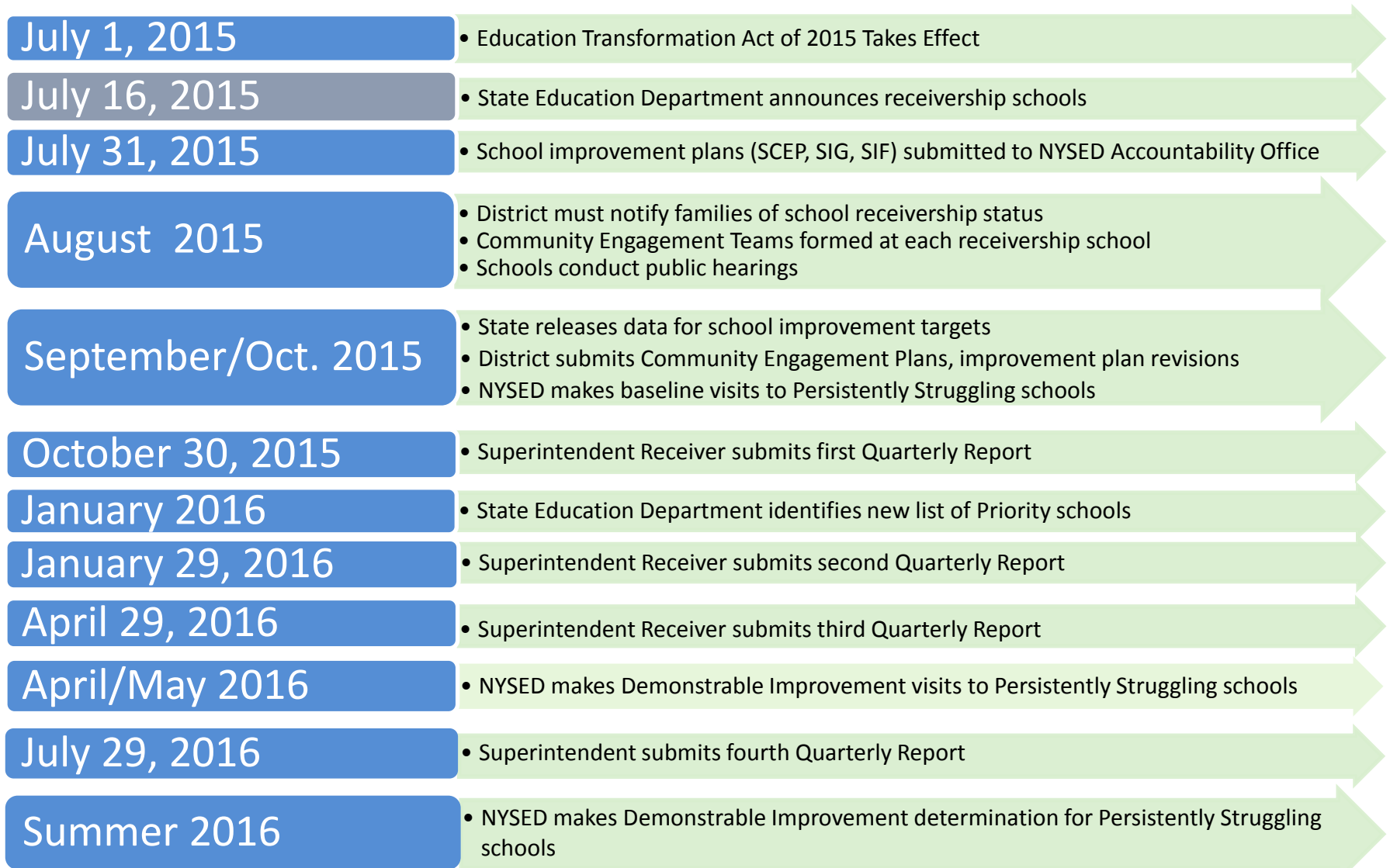
Lincoln Park School No. 44

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.

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.



Community Engagement Forum

August 6, 2015

*Vision: Achieving Academic Excellence
through Rigorous Instruction*



	School #41
Pre-K enrollment (2 classes)	36
Enrollment K-6	595 (w/o UPK)
% Black or African American	61%
% Latino	20%
% White	15%
English Language Learners %	4%
Students with Disabilities %	13%
Economically Disadvantaged %	94%
ELA 3-8 (2014) Assessment Proficiency	2%
Math 3-8 (2014) Assessment Proficiency	5%

Kodak Park School #41

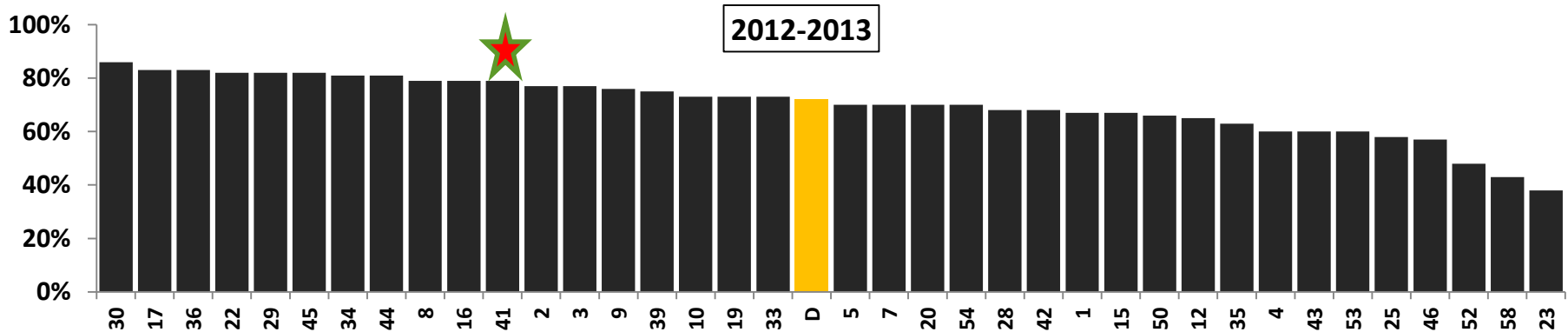
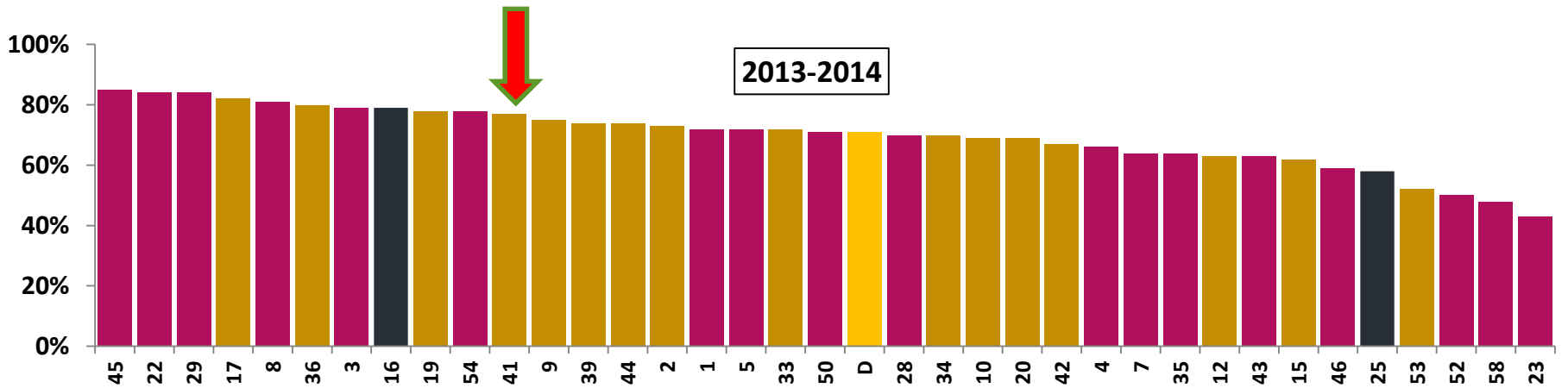
State Performance Data 2014



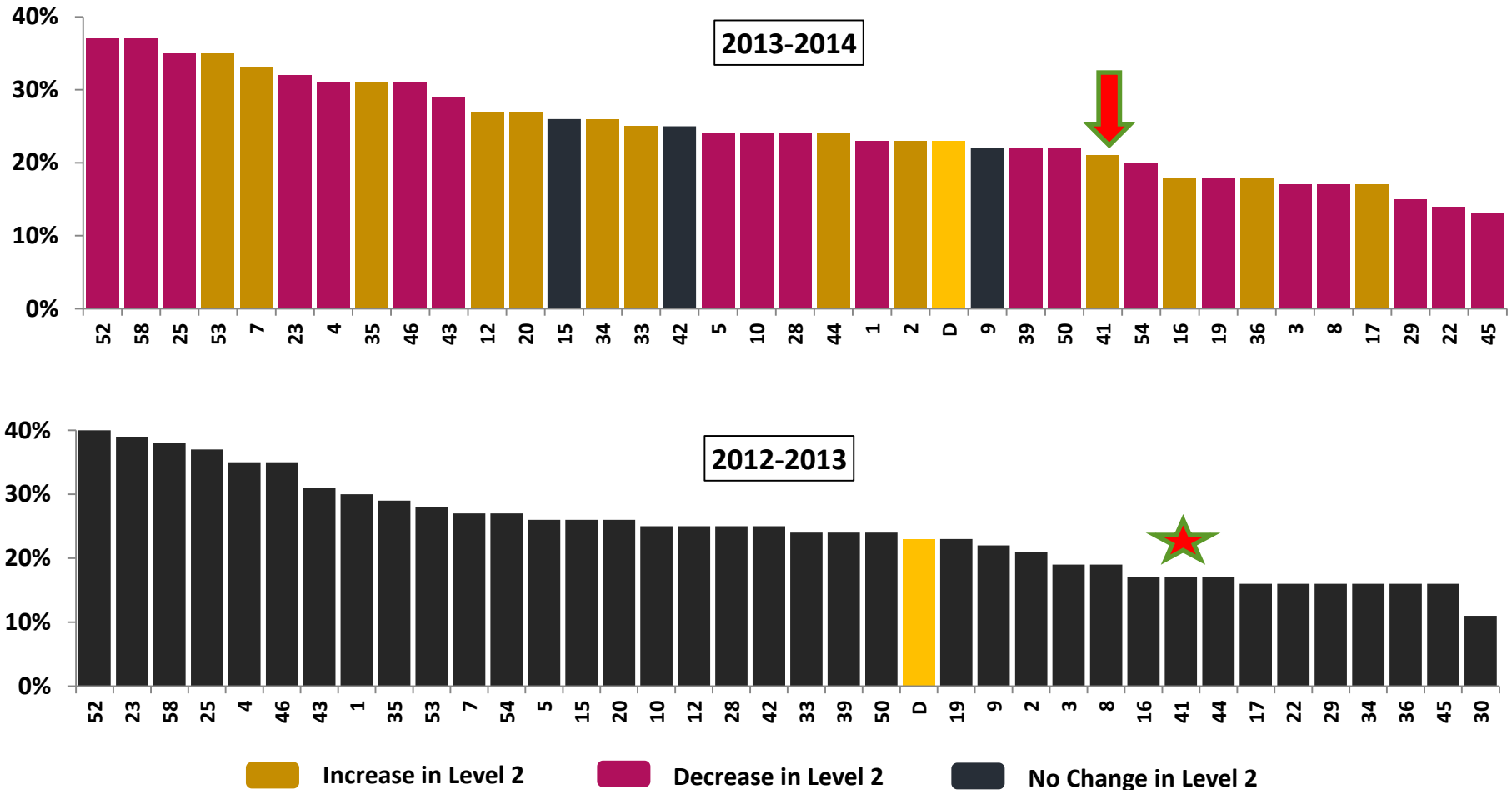
Achieving Academic Excellence through
Rigorous Instruction

Elementary Schools 3-8 ELA Student Proficiency Performance *Level 1*

2013-14 Preliminary Results Compared to 2012-13 Performance

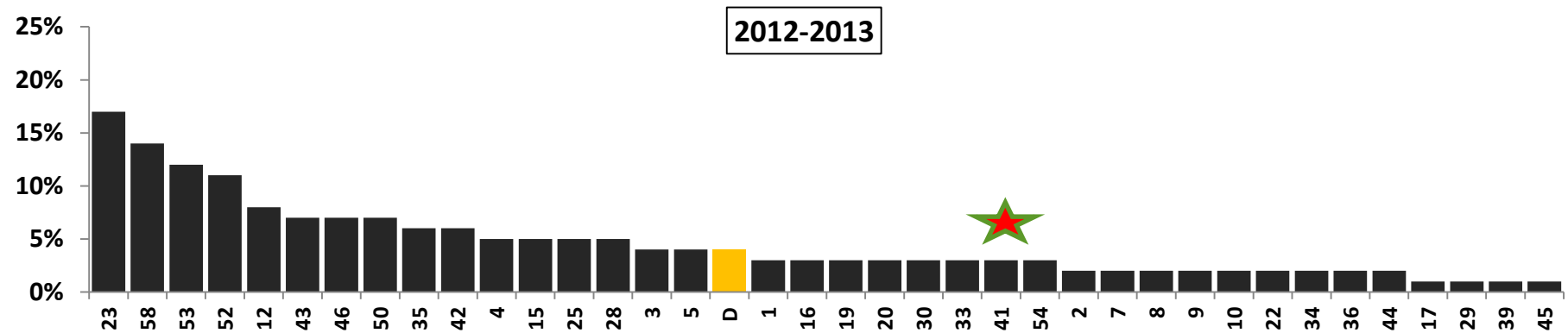
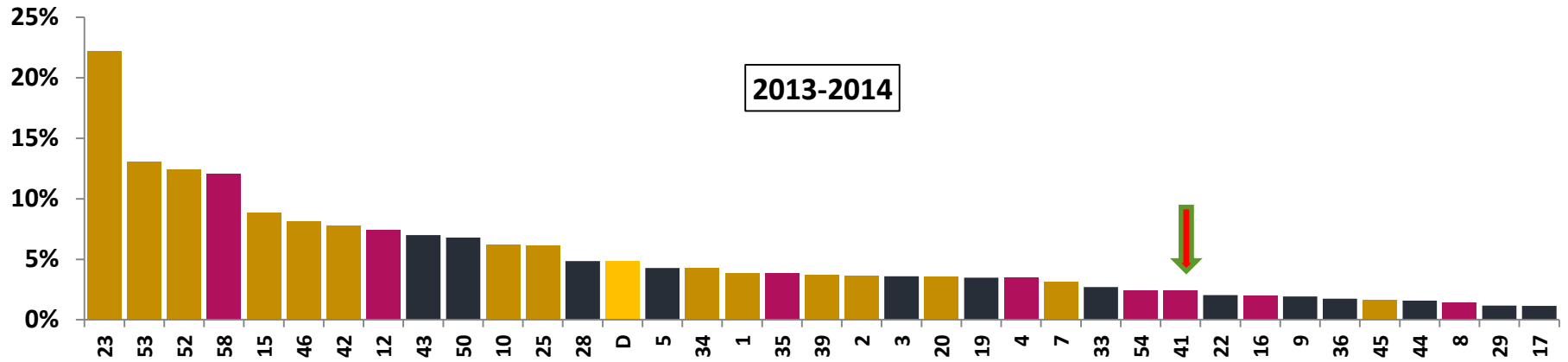


Elementary Schools 3-8 ELA Student Proficiency Performance *Level 2* 2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 ELA Student Proficiency Performance *Level 3*

2013-14 Preliminary Results Compared to 2012-13 Performance

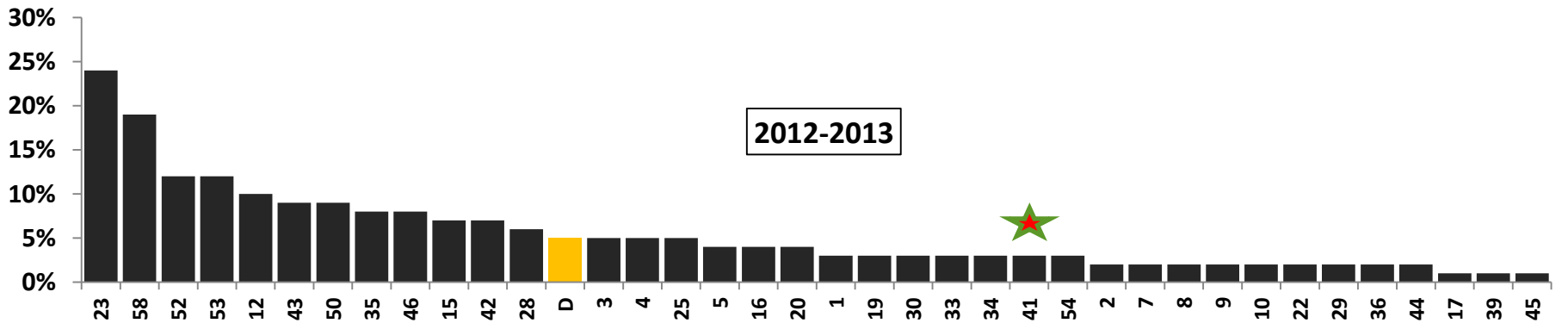
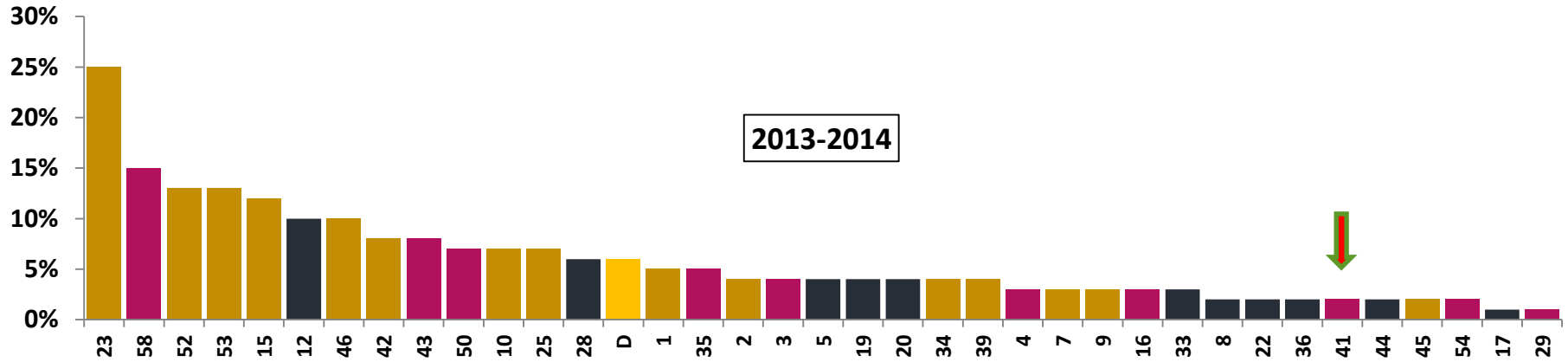


■ Increase in Level 3 Achieving Academic Excellence through Rigorous Instruction
 ■ Decrease in Level 3
 ■ No Change in Level 3

Elementary Schools 3-8 ELA

Student Proficiency Performance **Level 3 & 4**

2013-14 Preliminary Results Compared to 2012-13 Performance



Achieving Academic Excellence through
 Increase in Level 3&4
 Decrease in Level 3&4
 No Change in Level 3&4

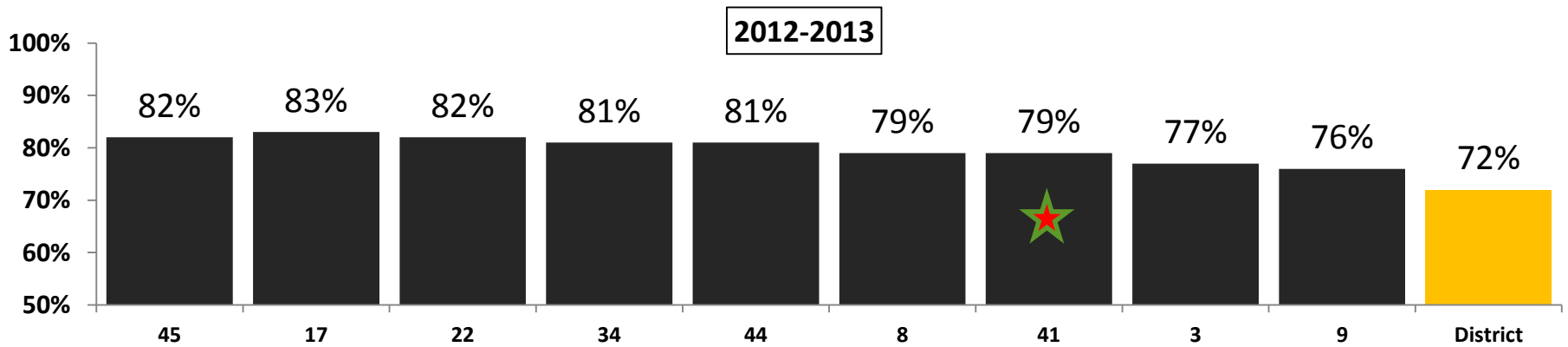
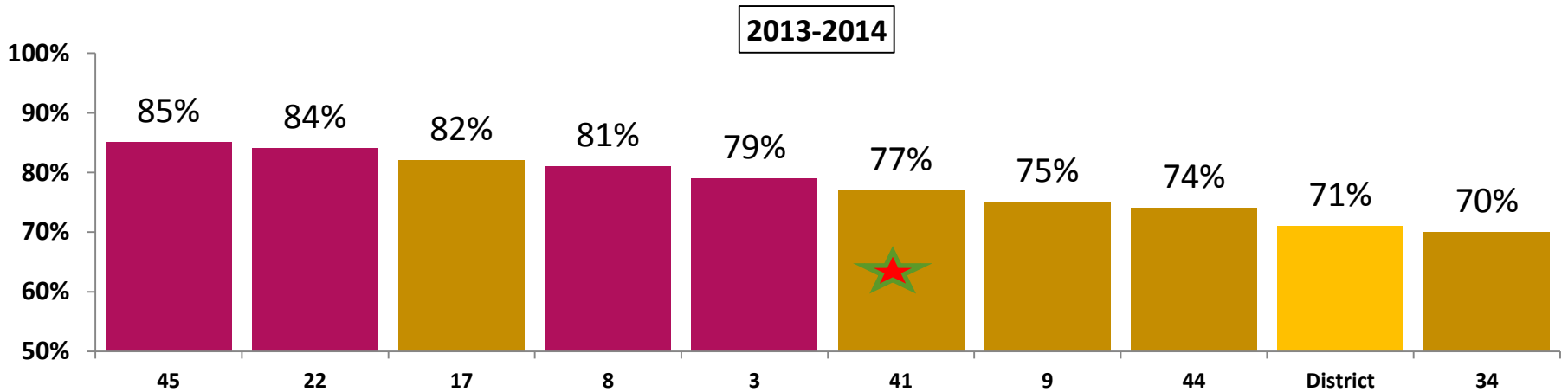
Performance Level Scores

Subject	# Tested	1	1	2	2	3	3	4	4
Grade 3 ELA	75	81.3%	74%	13.8%	22.1%	4.6%	3.9%	0	0
Grade 4 ELA	60	76.1%	70.3%	21.7%	26.6%	2.2%	3.1%	0	0
Grade 5 ELA	58	85.2%	83.3%	9.8%	14.3%	4.9%	2.4%	0	0
Grade 6 ELA	54	76.3%	76.8%	21.3%	23.2%	1.3%	0	1.3	0
Grade 3 Math	75	71.9%	67.5%	26.6%	26%	1.6%	6.5%	0	0
Grade 4 Math	60	80%	68.8%	16.7%	21.9%	3.3%	7.8%	0	0
Grade 5 Math	57	85.7%	80.5%	12.7%	19.5%	1.6%	0	0	0
Grade 6 Math	55	75.3%	64.3%	22.2%	31.4%	2.5%	4.3%	0	0

Priority Elementary Schools 3-8 ELA

Student Proficiency Performance ***Level 1***

2013-14 Preliminary Results Compared to 2012-13 Performance

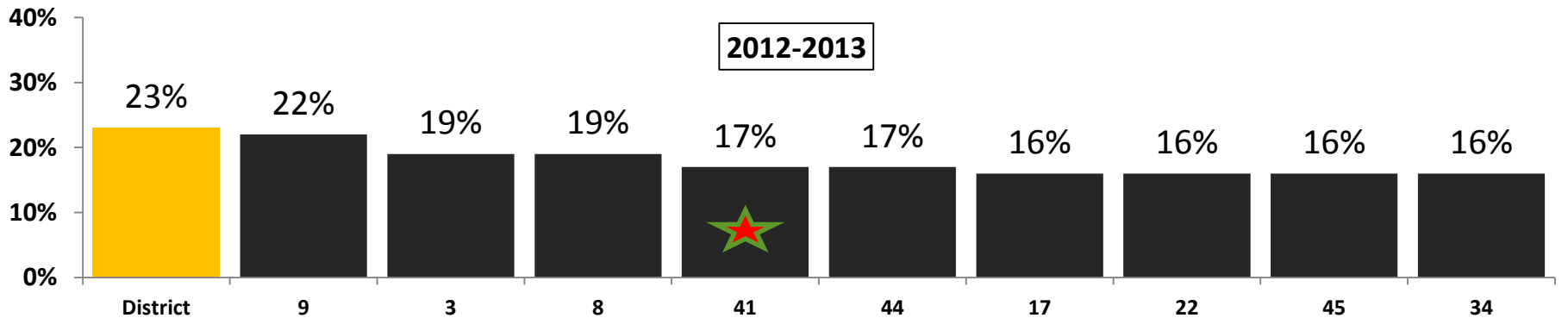
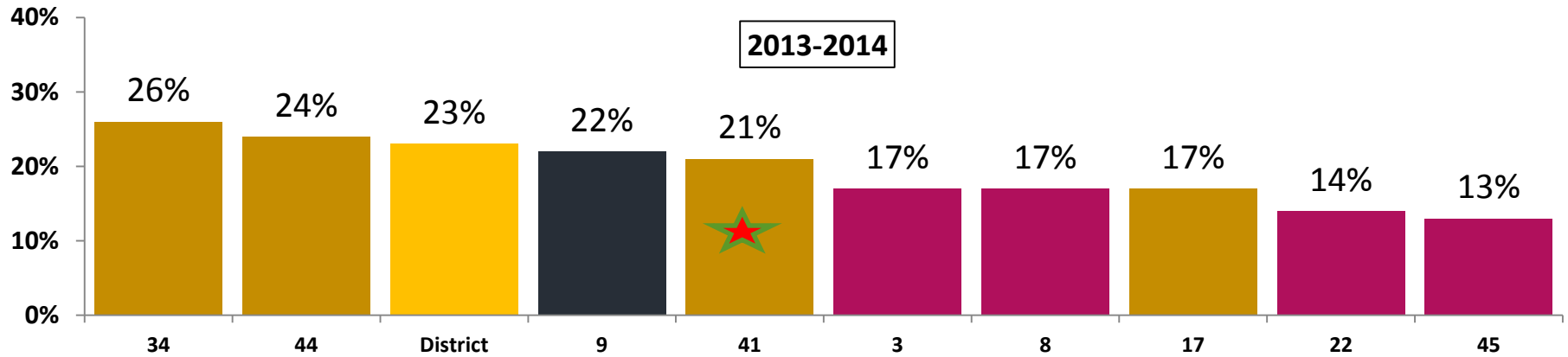


Achieving Academic Excellence through
 Decrease in Level 1
 Increase in Level 1
 No Change in Level 1

Priority Schools 3-8 ELA

Student Proficiency Performance **Level 2**

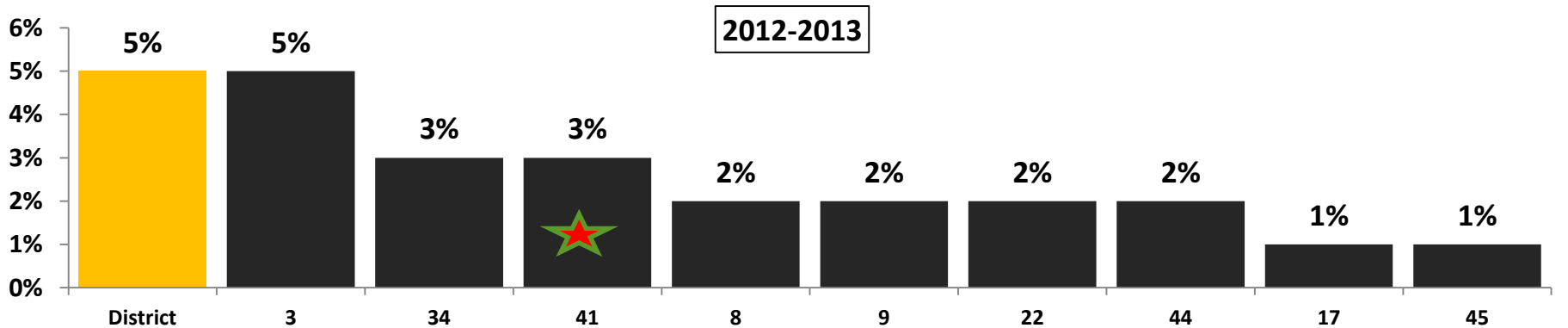
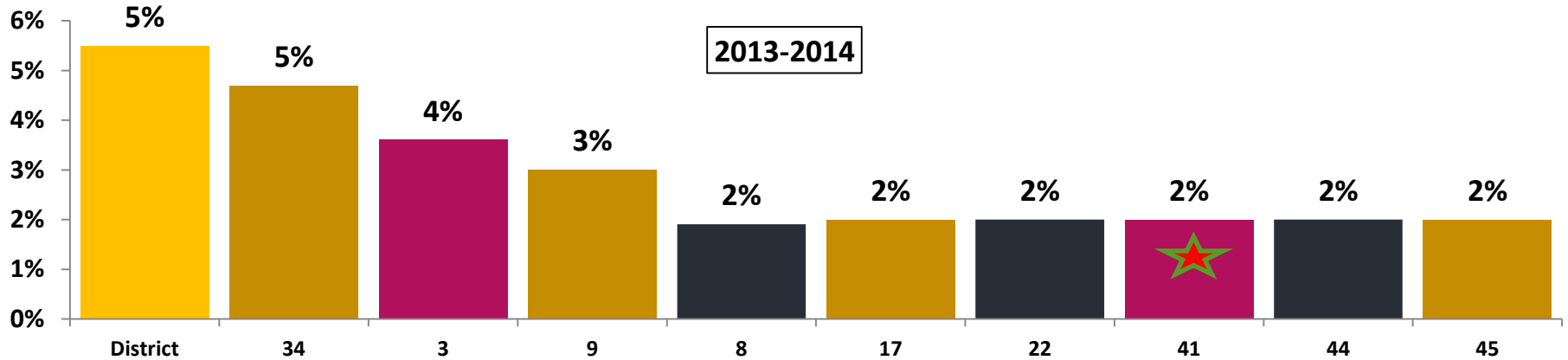
2013-14 Preliminary Results Compared to 2012-13 Performance



■ Increase in Level 2
 ■ Decrease in Level 2
 ■ No Change in Level 2

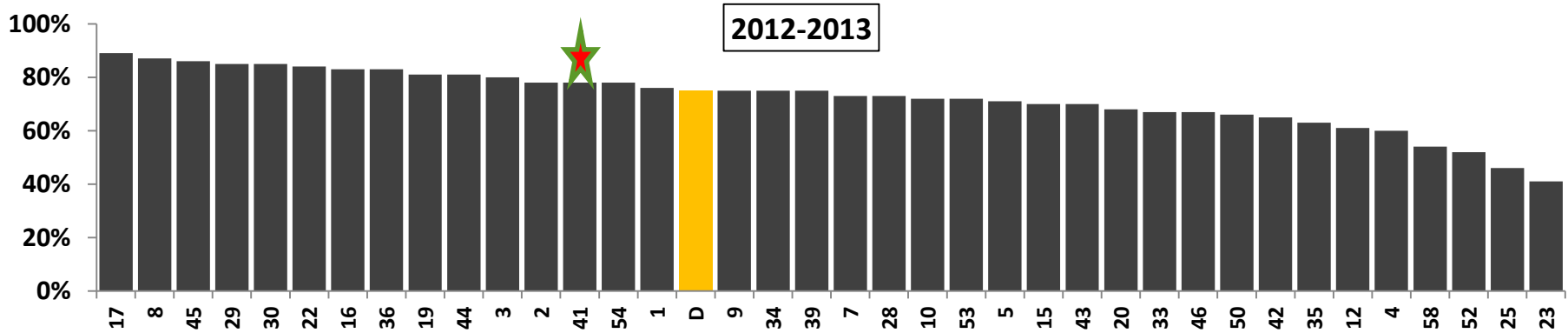
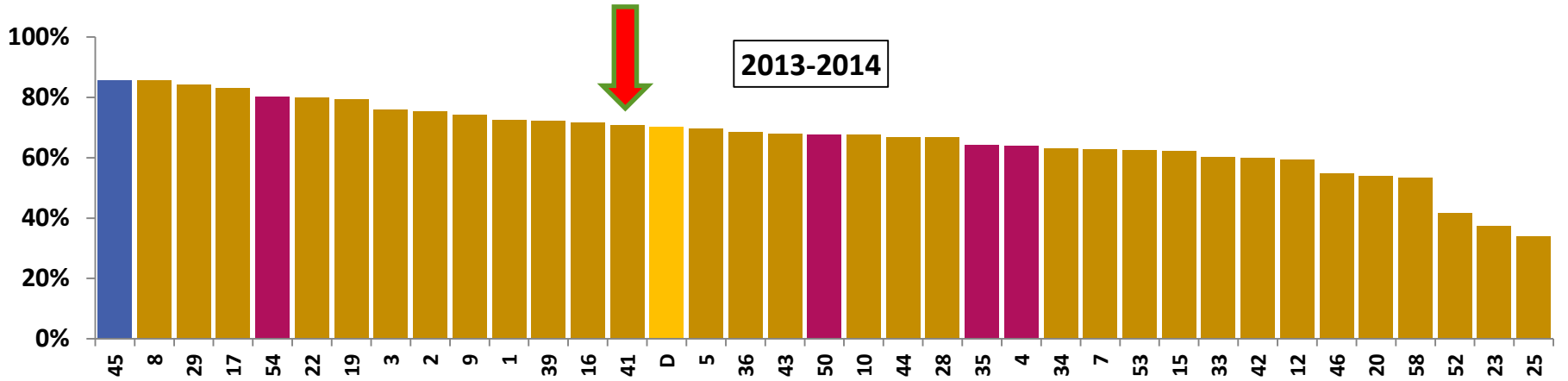
Achieving Academic Excellence through Rigorous Instruction

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 1*

2013-14 Preliminary Results Compared to 2012-13 Performance

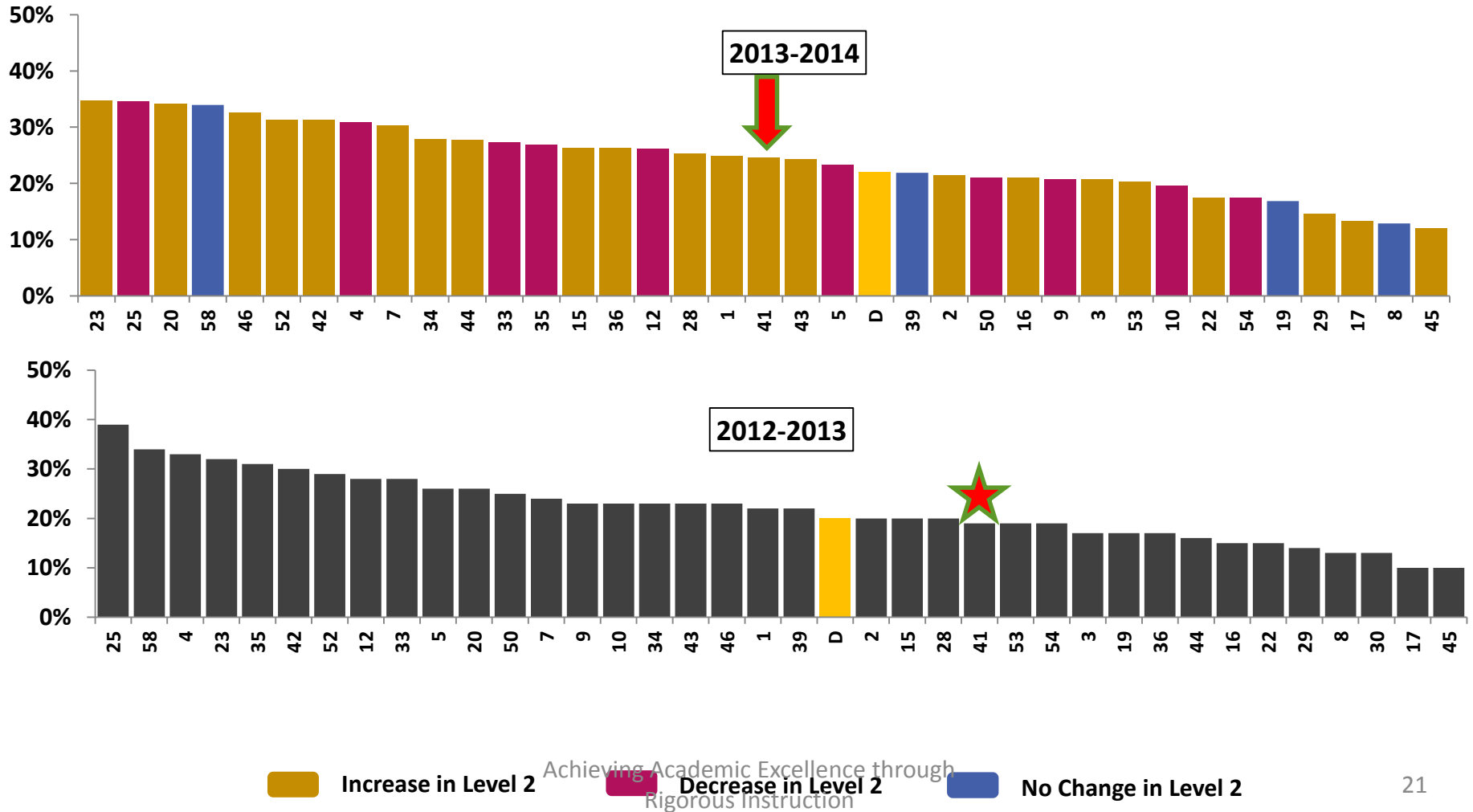


Decrease in Level 1
 Increase in Level 1
 No Change in Level 1

Achieving Academic Excellence through
Rigorous Instruction

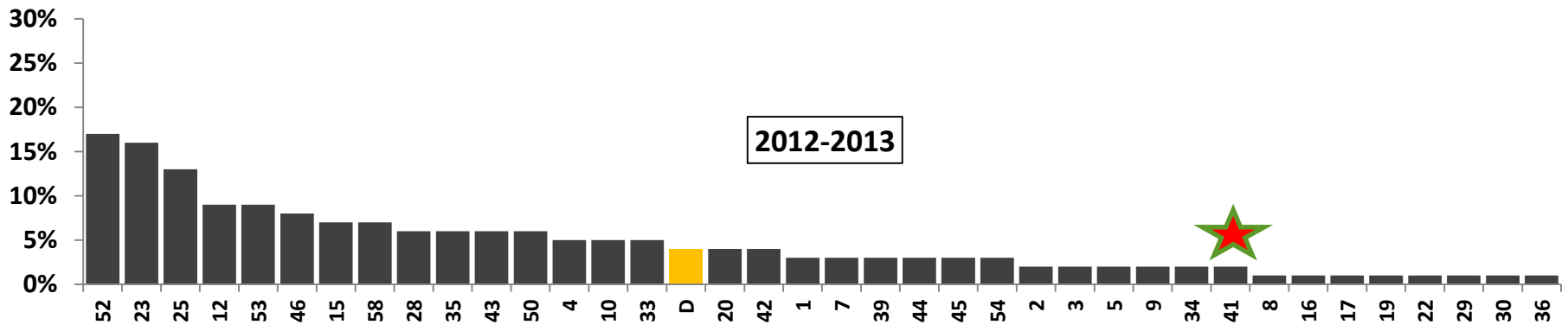
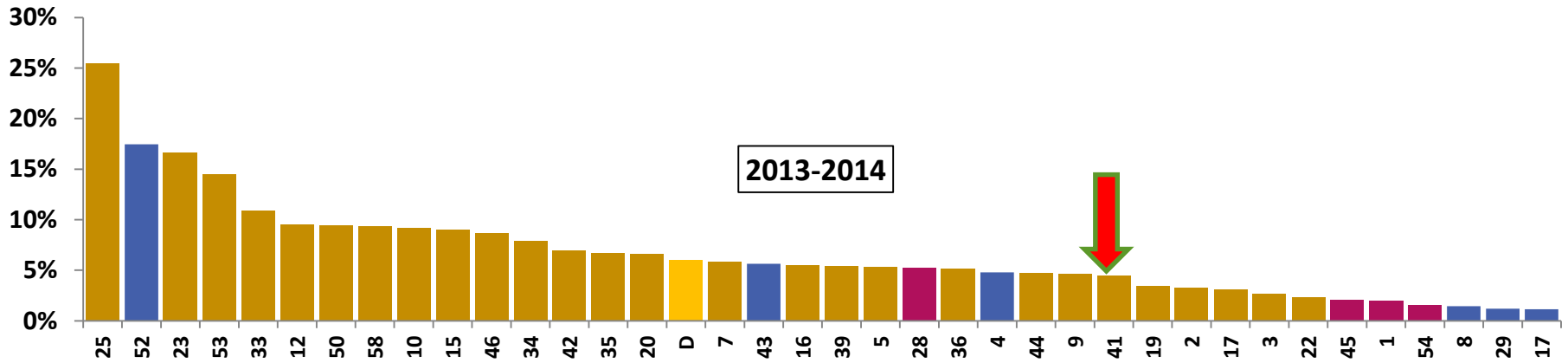
Elementary Schools 3-8 Math Student Proficiency Performance *Level 2*

2013-14 Preliminary Results Compared to 2012-13 Performance



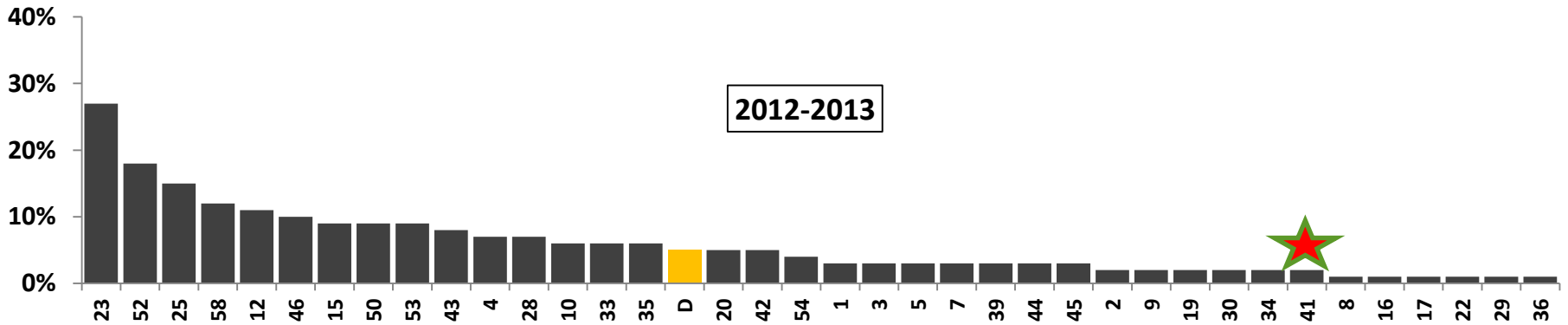
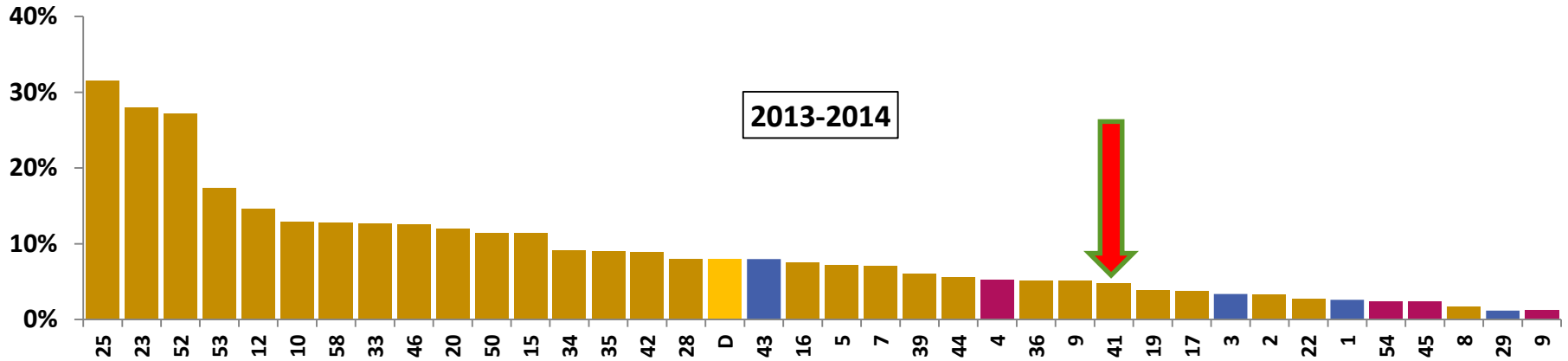
Elementary Schools 3-8 Math Student Proficiency Performance *Level 3*

2013-14 Preliminary Results Compared to 2012-13 Performance



■ Increase in Level 3
 ■ Decrease in Level 3
 ■ No Change in Level 3

Elementary Schools 3-8 Math Student Proficiency Performance **Level 3 & 4** 2013-14 Preliminary Results Compared to 2012-13 Performance

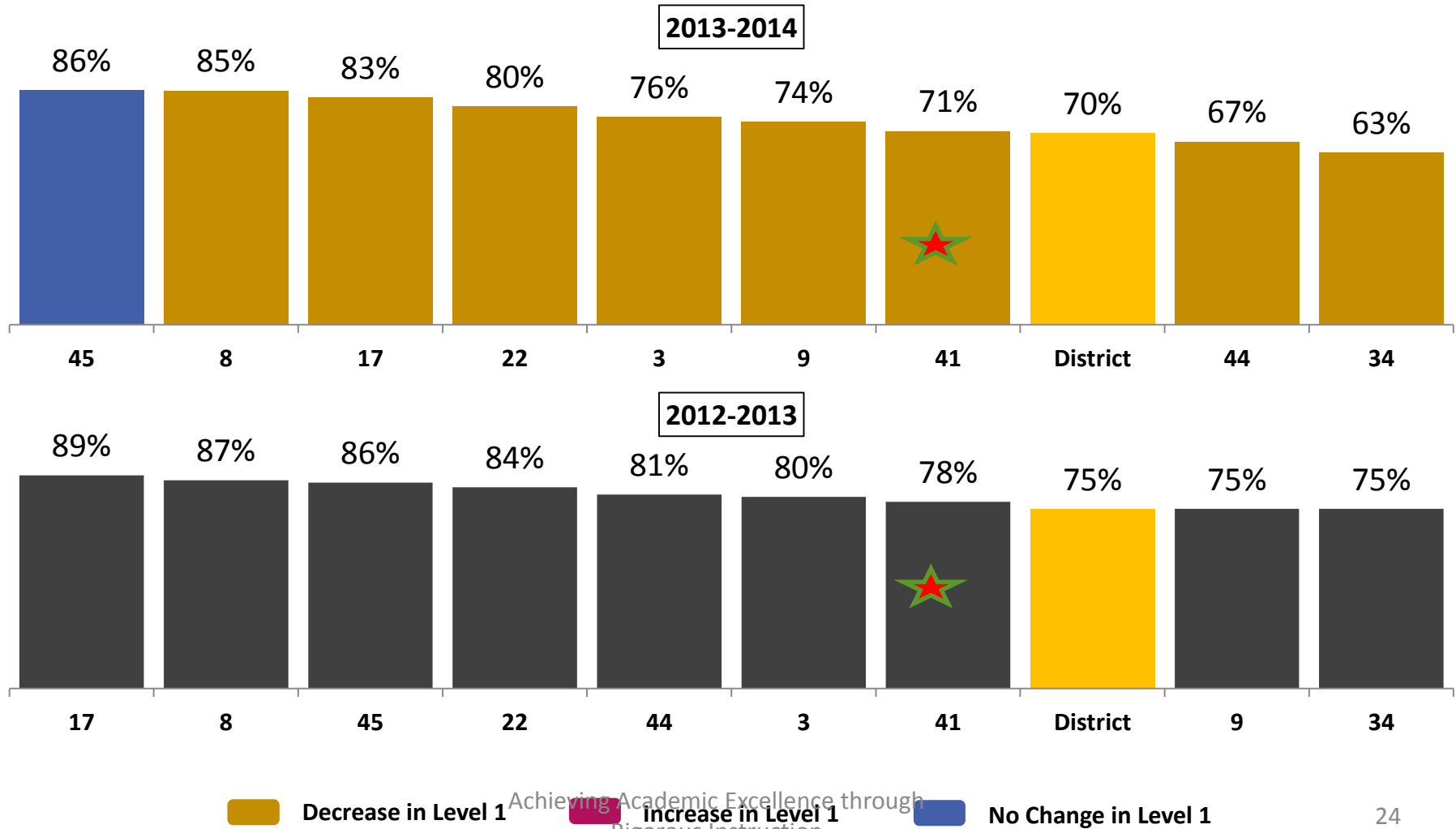


Increase in Level 3&4
 Decrease in Level 3&4
 No Change in Level 3&4

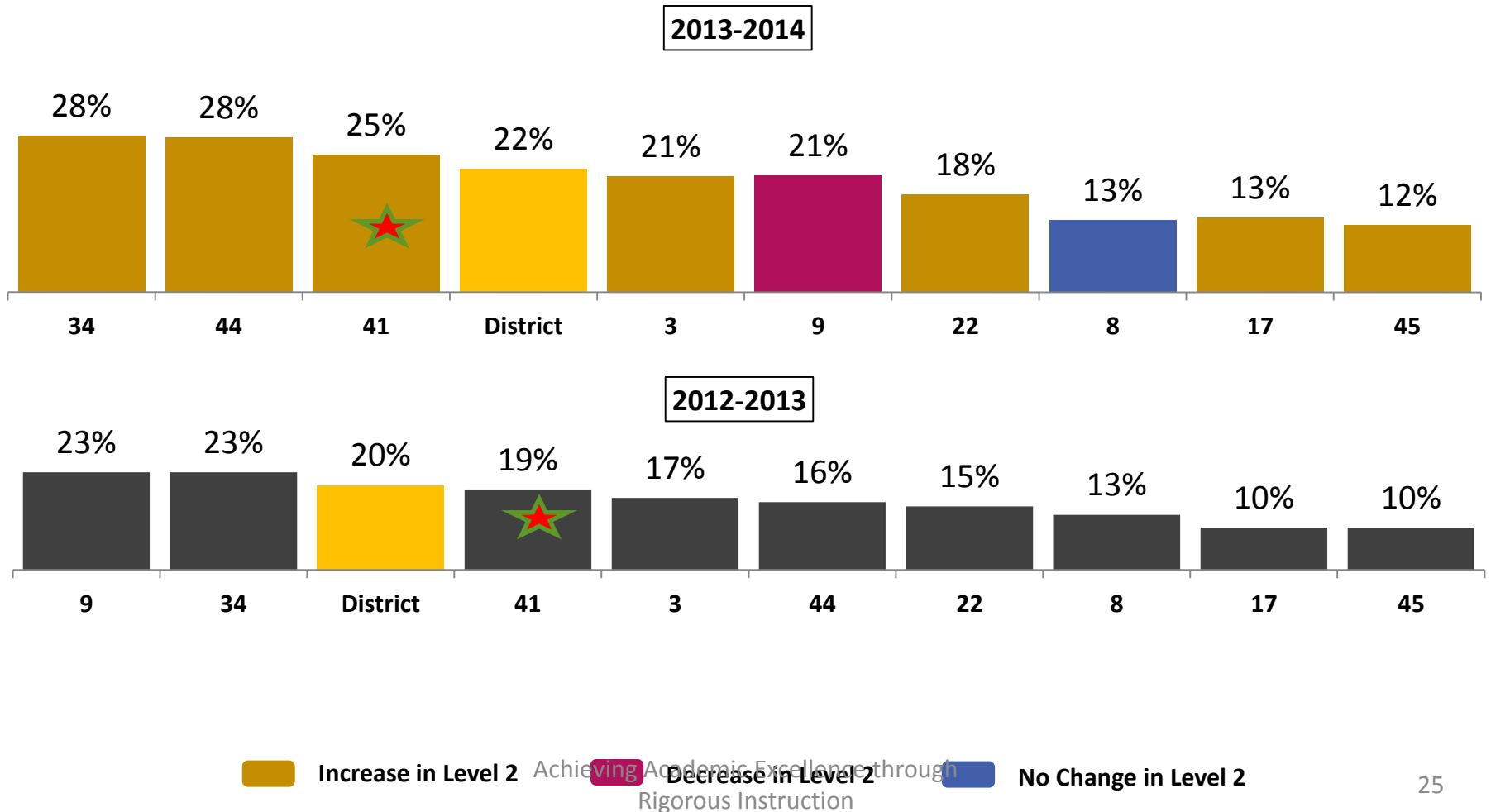
Priority Schools 3-8 Math

Student Proficiency Performance **Level 1**

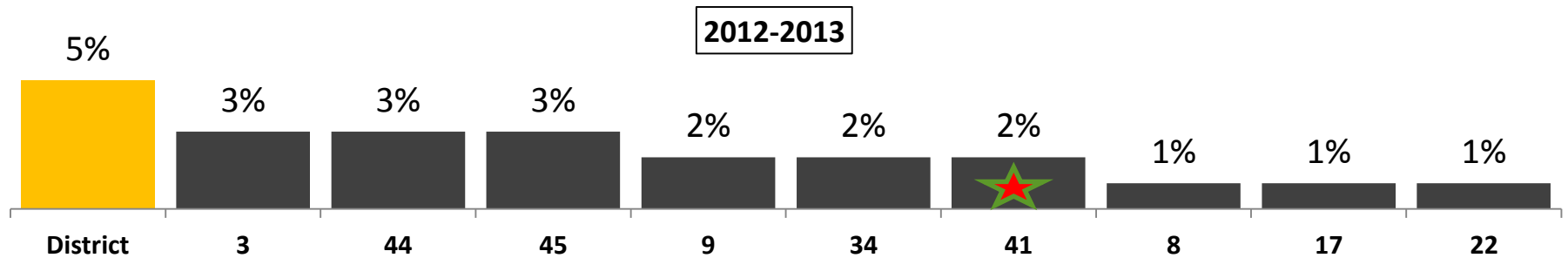
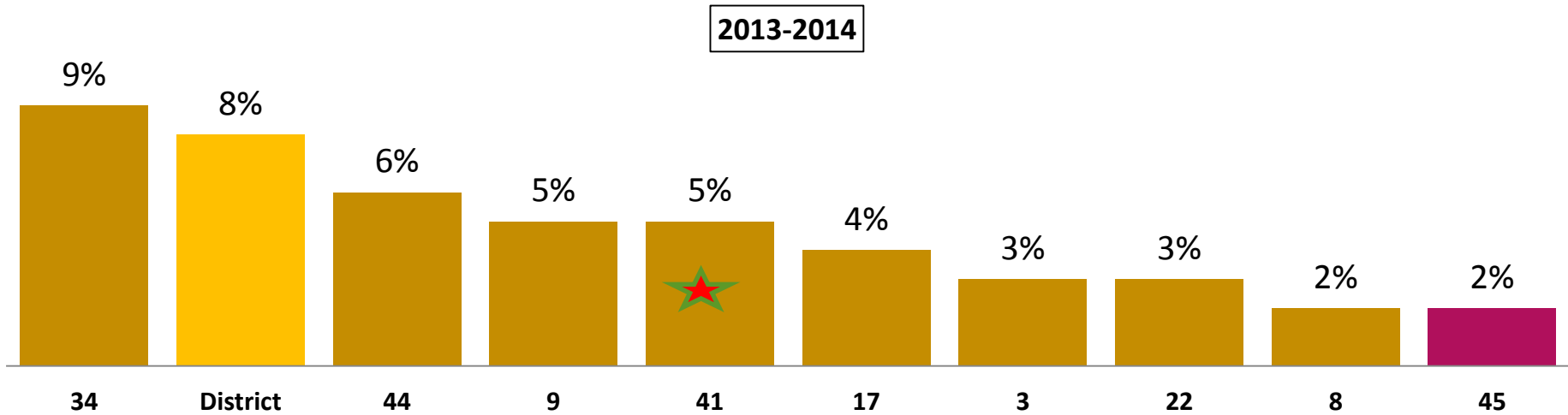
2013-14 Preliminary Results Compared to 2012-13 Performance



Priority Schools 3-8 Math Student Proficiency Performance **Level 2** 2013-14 Preliminary Results Compared to 2012-13 Performance



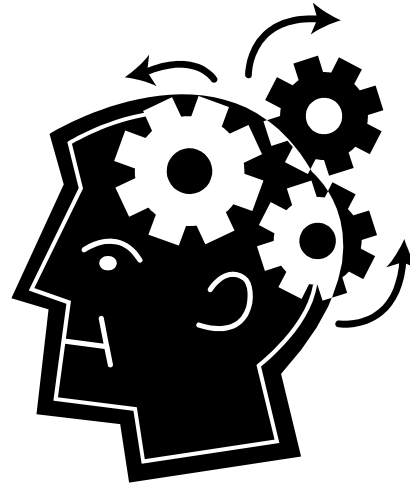
Priority Schools 3-8 Math Student Proficiency Performance **Level 3 & 4** 2013-14 Preliminary Results Compared to 2012-13 Performance



■ Increase in Level 3&4
 ■ Decrease in Level 3&4
 ■ No Change in Level 3&4

GROWTH MINDSET

There is frequently a gap between what we know to be the best actions and what we do.



*“ Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”
— Benjamin Franklin*

Expanded Learning School 2015-2016

- Re-designed and Expanded the school day using the National Center for Time and Learning Framework which outlines the 7 essential elements
 1. Focused School wide Priorities
 2. Rigorous Academics
 3. Differentiated Supports
 4. Frequent Data Cycles
 5. Targeted Teacher Development
 6. Engaging Enrichment
 7. Enhanced School Culture
- Additional 300 hours of educational opportunities for all students
- Embedded *intervention*(Differentiated Supports), *teacher collaboration time*, and *enrichment block*

Transformation Plan

Key Strategies

1. Establish a positive school culture, anchored in restorative practices, that offers a multi-tiered system of social-emotional support;
2. Strengthen literacy instruction and a system of reading intervention; and
3. Implement Expanded Day model with fidelity, including more teacher collaboration, data-driven instruction and intervention, and enrichment.



Tenet 2: School Leader Practices and Decisions

<p><u>Needs Statement</u></p>	<p>Kodak Park school's Item analysis data indicates that the students at School #41 struggle to answer open-ended response questions on the NYS and NWEA assessments. Teachers require additional time to collaborate during grade level meetings and engage meaningful conversations relative to Claim, Evidence, and Interpret (CEI). There remains a lack of writing integration in Social Studies and Science blocks across all grade levels.</p>
<p><u>SMART Goal</u></p>	<p>Through a collaborative effort, Kodak Park School No. 41 will have an instructional focus for all students to be able to show measurable growth with open ended/constructed responses in the areas of ELA and Math, Through the implementation of a variety of school wide common teaching strategies: (CEI, Claim, Evidence and Interpret or Better Answer Formula), student growth will be measured by open ended response rubrics, student work sample, NWEA and NYS test data.</p>



Tenet 2: School Leader Practices and Decisions

<p><u>Needs Statement</u></p>	<ul style="list-style-type: none"> There are numerous social/emotional challenges that result in daily disruptive behaviors. A character education curriculum is needed.
<p><u>SMART Goal</u></p>	<ul style="list-style-type: none"> Through a collaborative effort, Kodak Park School 41 will establish and implement school wide cultural values that aligns with our current Kodak 5 universal expectations. These values will be taught to all students through a common approach. The implementation will be measured by collection of school wide data. Cultural Values: Kindness (value-compassion), On task (value-perseverance), Do the Right Thing (value-integrity), Act Safe (value-responsibility), Keep Cool (respect).

Tenet 2: School Leader Practices Decisions



Action Plan

- Additional 375 minutes weekly for academic/enrichment activities implemented
- Additional 200 minutes weekly of intervention time per student implemented
- 120 minutes per week for teacher collaboration and data analysis implemented
- Add social/emotional support time through potential partners and staff during the school day
- Teach values Kodak 5 (Core Values) approach using a common approach and implement the values in a classrooms (PBS)
- Restorative Justice Implementation for the upcoming school year (2015-16)



Tenet 3: Curriculum Development and Support

<p><u>Needs Statement</u></p>	<ul style="list-style-type: none"> Teachers need increased planning time to develop lessons, analyze data, look at student work and create goals for all students.
<p><u>SMART Goal</u></p>	<p>All teachers will have an additional 120 hours per week to collaborate on instructional needs focused on CC Learning Standards, evaluating student work and analyze data.</p>

Tenet 3: Curriculum Development and Support



Action Plan

- Deliver PD (CCLS, Danielson rubric, LASW, data driven instruction)
- Leadership works with Office of Professional Learning to develop year-long PD plan, with SBPT input.
- Leadership conducts 3-5 walkthroughs daily based on application of topics in PD
- Offer PD in order to implement Lucy Calkins Writing Pathways and Step Up to Writing curriculums to genre writing; including the use of rubrics
- Integrate our writing focus across the curriculum (ex. Within science and social studies)
- Include writing tasks in the partners' enrichment curriculum.



Tenet 4: Teacher Practices and Decisions

<p><u>Needs Statement</u></p>	<ul style="list-style-type: none"> Teachers will establish learning and behavioral targets for students based data and use specific strategies that will focus on student engagement and inquiry.
<p><u>SMART Goal</u></p>	<ul style="list-style-type: none"> Teachers will focus on Domains 1 and 2 of Danielson’s Framework throughout the school year to ensure that students acquire those strategies that will enhance learning.

Tenet 4: Teacher Practices and Decisions



Action Plan

- School leaders communicate expected content of the lesson plans
- Lesson plans will be reviewed to reflect CIE strategies, incorporate writing across the curriculum, and differentiation in planning based on data
- Administration conducts Walkthroughs
- PD on the use of writing rubrics and Common Core Writing Aligned Performance Indicators
- Daily Walkthroughs to observe the teaching strategies that lead to effective scaffold writing
- Writing is Integrated in Core subjects throughout the curriculum in all classrooms (Writing across the Curriculum)



Tenet 5: Student Social and Emotional Developmental Health

<p><u>Needs Statement</u></p>	<ul style="list-style-type: none"> • School must implement school wide behavioral expectations that supports the social emotional and behavioral needs of students.
<p><u>SMART Goal</u></p>	<p>The school leaders in collaboration with building leadership receive monthly PD in Restorative Practices to support current daily PBS established systems and existing social emotional programs.</p>

Tenet 5: Student Social and Emotional Developmental Health



Action Plan

- *Social worker, school psychologist, and ELT partners work to deliver social-emotional programming to targeted students and groups*
- *All stakeholders participate in school-wide celebrations/positive incentives*
- *PD on Danielson framework and on classroom strategies will be delivered based on PD plan.*
- *PD provided to all staff on Restorative Justice Program*
- *Schedule Kodak 5 (Core Values) Station Rotation during the 1st week of school with boosters as needed*
- *All teachers participate in parent/teacher conferences 4x's per year*



Tenet 6: Family and Community Engagement

<p><u>Needs Statement</u></p>	<ul style="list-style-type: none"> Teachers will work closely with the parent liaison to canvas the needs, views, and opinion of parents so the school can better meet the needs of all students and families.
<p><u>SMART Goal</u></p>	<ul style="list-style-type: none"> Teachers will focus on Domain 4 of the Danielson. Framework in order to connect families to the instructional programs. Parents and parent liaisons will be engaged in school base planning team and other school wide systems.

Tenet 6: Family and Community Engagement



Action Plan

- School communicates the Kodak 5 (Core Values) expectations to inform families of the school wide behavioral system
- Parents and parent liaison will attend school base planning meeting
- Parents are actively engaged as volunteers in the school



Kodak Park School #41

Community Engagement Team

- Lisa Whitlow – Principal
- Tiffany Lee- Assistant Principal
- Cynthia Ragus- Assistant Principal
- Erica Simmons- PTO President/Parent
- Glenna Smith Parent Liaison
- Dominique Wilcox-Parent
- Cynthia Arieno- RTA Representative
- Amy Graham – Teacher
- Yolanda Kaulder –Teacher
- Janet Weisensel- Social Worker
- LuzElenia Perez- 6TH Grade Student
- Nancy Davidow- Asbury (Partner)



Questions

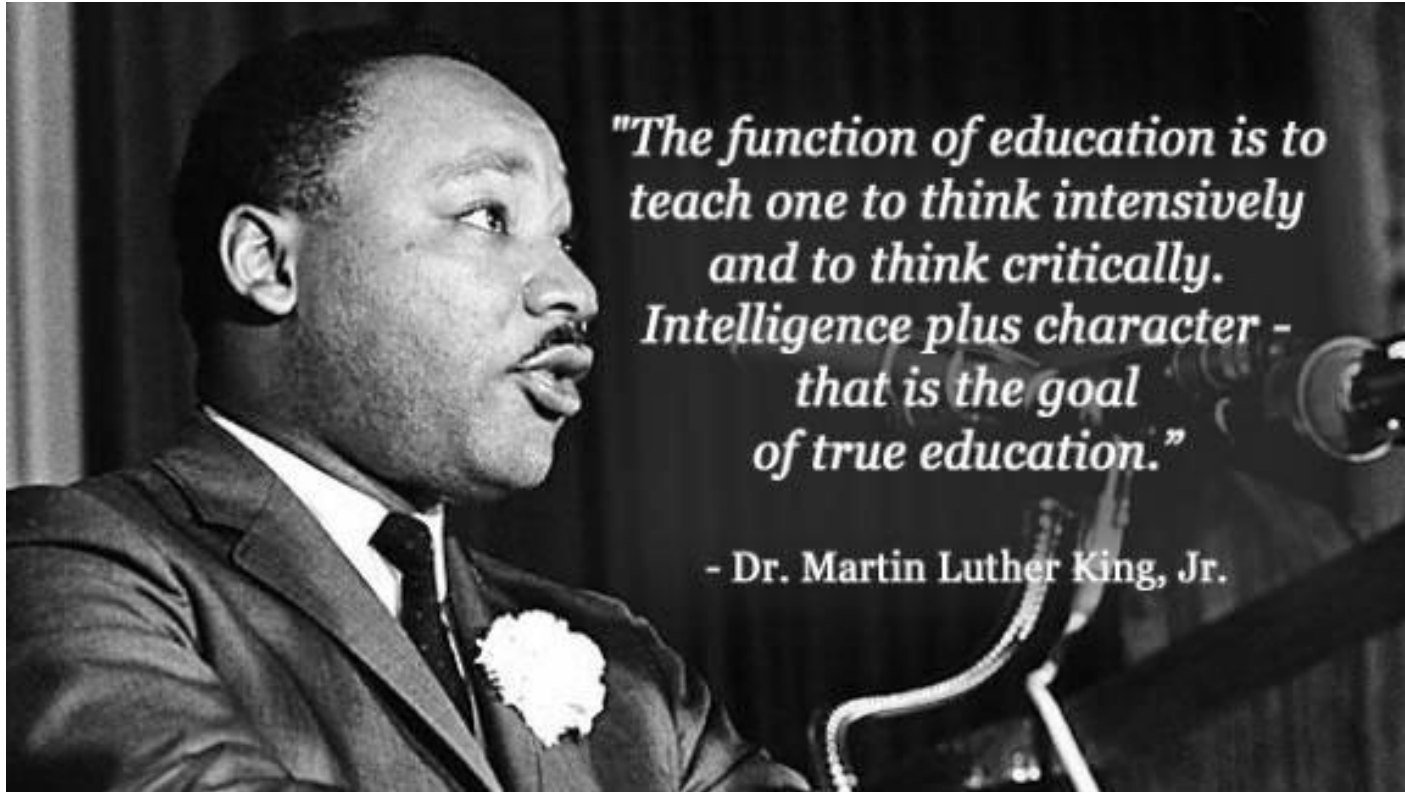




Input/Suggestions

- **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 the table is:**
 - **School #41 Need(s), Goal(s) and action plan for the tenet. There is chart paper for suggestions.**
- **Travel around the room and capture your thoughts on what else School**
- **# 41 should consider to help increase student achievement.**
- **Team members will be at each table to answer questions.**

Thank You



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

- Dr. Martin Luther King, Jr.

impossible