

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Mary McLeod Bethune School No. 45
School Principal Name:	Rhonda Morien
School Principal Appointment Date:	July 2015 School

2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?

Predictive data suggests that Mary McLeod Bethune School #45 is projected to meet 86% of its Receivership Demonstrable Improvement Indicators, and has shown significant growth in both academic achievement and improved school climate. Additionally, the school has an established community schools model and continues to expand and refine its partnerships and offerings therein.

Indicators #1, 9, 15, 39, 85, 14 and 20:

- % of students meeting national norms in ELA has grown to meet District averages
- Significant growth occurring on both ELA and Math NWEA. Considerable growth is noted in following a student from one grade level to the next, using the same data point.

Grade Level	WINTER 2016	WINTER 2017	SPRING 2016	SPRING 2017
Kindergarten	143	139.1	150.6	145.2
Grade 1	159.5	155.4	147.8	164.4
Grade 2	171.5	173.7	177.3	177.9
Grade 3	181.2	181.6	183.3	183.9
Grade 4	193	190.1	194.4	188.8
Grade 5	194.7	200.3	193.7	198.6
Grade 6	199.7	205.5	204.1	204.2
Grade 7	203.1	207.4	201	203.1
Grade 8	203.6	207	206.1	204.2

Grade Level	WINTER 2016	WINTER 2017	SPRING 2016	SPRING 2017
Kindergarten	136.8	135.5	147.4	141.9
Grade 1	159.4	156.1	167	163.2
Grade 2	172.6	176.8	181.3	179.8
Grade 3	180.4	182.6	184.7	187.8
Grade 4	193.9	190.4	199.4	194.6
Grade 5	195.2	199.6	198	202.1
Grade 6	202.9	202.2	208.4	206.6
Grade 7	208	207.8	208.4	208.5
Grade 8	211.4	211.4	211.4	213

Indicator #5:

- School Violence Index decrease from .80 to .04, removing School #45 from the "watch list"
- Suspension rate decrease from 177 suspensions in SY1415 to 78 suspensions in SY1617
- Average daily attendance is 88.5%, higher than the District average of 85%

Indicators # 2, 6 and 94:

- Establishment of academic programming focused on RtI, ELA and Math
- Establishment of enrichment programming focused on leadership through Leader in Me curriculum and Leadership Block

- Establishment of increased parent/family and community partnerships, resulting in 58.3% of parents/families strongly agreeing that they feel supported and encouraged by School #45; school climate survey indicated 90% of families reported that their children were happy at the school - offerings include, but are not limited to, activities such as “Make and Take” nights, community organizations meet and greets, a community services referral system for families, events to showcase student work and a menu of enrichment offerings after school, accessible by families and community members

3. Which of this school’s Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?

Indicator #39: MGP All Students Math

In order to better address this Indicator during SY1718, School #45 has been allocated additional staffing to develop a Math Intervention Block, K - 8. This block will integrate technology into instruction to allow for data analysis and personalization of learning, using software including iReady, Dreambox, and Zearn.

Additionally, the school will establish a workshop model of instruction, with a focus on student conferencing, in order to improve mathematical thinking.

Implementation of the workshop model in Mathematics includes:

- Format (mini-lesson, work period, and closing);
- Standards-based mini lesson supported by anchor charts connected to a standard and with clear learning targets;
- Flexible grouping;
- LASW using rubrics; and, sustained periods of time for independent practice.

Finally, an Instructional Rounds initiative will support the workshop model’s implementation at School #45. Leadership staff will regularly monitor the components of the workshop model and provide targeted feedback to teachers. Instructional Rounds data will also inform professional development to support the school’s priorities.

4. Did the superintendent use her Receivership Authority in the 2016-17 school year?

Yes	No
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If choice is yes: please specify how the Superintendent receiver authority was used.

The Superintendent Receiver Authority was utilized in multiple ways during the 16-17 school year:

1. Election to Work Agreements (EWA) were continued to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.
2. Staffing was a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers was a priority and Receivership schools were given first access to available teachers. Additionally, principals of Receivership schools were allowed to recruit teachers from other non-Receivership schools.

3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal disruptions in the schools. All placements were reviewed by the School Chief as part of the process.
4. A new School Chief position was created to directly support and develop the Receivership Principals. The School Chief held weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
6. Future opportunities for use of the Superintendent Receiver Authority includes exploring additional bargaining unit flexibilities.

5. Is your district interested in presenting a best practice at the second Promising Practices conference?

Yes

No

If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?

I will if our district is attending and someone wants to do it with me.

6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

Please see question #2 for specific data.

Overall, School #45 has shown significant academic gains, as demonstrated by NWEA and other formative assessment data, and has established a positive school climate, as demonstrated by a decrease in suspensions and referrals.

Effective systems and structures are in place to promote academic improvement, such as the implementation and continuous review of a strong core instructional program, and delivery of targeted academic supports and engaging enrichments. The school and community have embraced the newly-established culture of higher expectations and improved school climate, resulting from development and maintenance of a Community School Model and improved social/emotional supports for students and their families. The school is now poised to dig deeper into its practices and refine for greater improvement.

Moving into next year School #45 will continue to focus on alignment of standards-based units of study and opportunities for accelerated, project-based learning, continued analysis of multiple formative data points, provision of targeted feedback to both students and teachers through conferencing, and expanded offerings available through its Community Schools Model.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

School #45's Community Engagement team meets monthly. Its work is focused on strengthening partnerships and increasing accountability of all stakeholders through data sharing and careful monitoring of partners' services in connection to school instructional and social emotional priorities.

In SY1718 a formalized process for partners to share targeted data will be in place, and at CET meetings, partners will report out progress data and share evidence of their work in connection to instructional and socio-emotional priorities at monthly meetings. School #45 will make increased efforts to add additional partners to the CET team, including teacher representation.

8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

SIG

- Funding to support improvement efforts critical to providing adequate resources to foster improvement at the school
- Opportunity for amendments to the SIG in order to best address school needs as they emerge

Technical Assistance

- OISR has provided guidance SIG and Receivership processes and procedures

9. In what ways can OISR better serve your district/school's improvement efforts?

Teacher Shortage

- Consideration of alternative certification requirements in shortage areas (technology, bilingual and ENL)