

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Kodak Park School #41
School Principal Name:	Lisa Whitlow
School Principal Appointment Date:	August 2015
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<ul style="list-style-type: none"> • A 42% reduction in suspensions and a 79% reduction in disciplinary incidents over prior year. The suspension rate has also fallen from 23.85 to 16.90. • Expanded Restorative Practices using SaferSaner School Whole School Transformation Model • Increased parent engagement: a functioning PTO; consistent parent representation on CET, SBPT, and 100 more families attended 2nd Annual Family Fair • Implemented morning meeting school wide (built into master schedule) • Initiated Balanced Literacy Framework K-6 • Initiated Math intervention 3-6 • Implemented and tracked RTI/AIS plans on google docs, and sent home progress monitoring information to parents • New partner Quad A for Kids provided engaging enrichments to kids: horseback riding; Soap Box Derby (students went to Akron Ohio and competed at national level and won), and Future Cities competition • Strengthened systems to address attendance (teacher attend actions, weekly attendance meetings, attendance initiatives school wide, AP assigned to attendance, increased home visits) 	
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?	
<ul style="list-style-type: none"> • The Level 1 indicators which stem from the NYS ELA & Math Exams <p>Steps to be Taken in 2017-2018</p> <ul style="list-style-type: none"> • Implement Houghton Mifflin Journey's Reading Program to anchor our balanced Literacy K-6 • Implement a formal Walk to Intervention for Math K-6 (addition of 3 math intervention teachers) • Add preventative language literacy readiness (phonics, phonemic awareness, vocabulary & comprehension) presented by Speech Language Pathologists in grades K-1 • Grade level meetings with embedded PD in ELA & Math will continue with the addition of vertical team meetings K-6 once per month 	
4. Did the superintendent use her Receivership Authority in the 2016-17 school year?	
✓ Yes	No

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?

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?

Student achievement data such as common formative assessment data has been shared in the Quarterly reports as available. AIMS web data show that some grade levels have made progress in moving students out of Tier 2 or 3. NWEA fall and winter data showed some growth, while spring was not as promising. Please note that the spring administration fell just after the NYS assessments and assessment fatigue was evident. The school is eagerly awaiting the NYS assessment results.

Overall, the school has put a basic instructional foundation and response to intervention structures in place, although the implementation was challenged by the sheer number of new teachers. The growth that was especially evident was in changed teacher capacity and practices. For example, for the first time, students received the required amount of core instruction and intervention in both subjects. The school is on the right trajectory, whether it makes the target metric or not.

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.

The Community Engagement Team (CET) met regularly, helping to assess progress and shape responses. The community agency representatives in particular were very hands on about bringing in-kind resources and providing supportive feedback. Members contributed to the quarterly reporting process and also actively participated in school events.

The CET has recently prioritized the area of parent engagement and want to focus some energies on helping to revitalize that connection. This could dovetail with emerging community school strategy.

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

The visits from OISR (Commissioner Elia, Dr. Atkinson and Barbara Moscinski) provided helpful critical feedback and suggestions to the school and district.

The promising practices conference was a positive first step in promoting collegial learning by hearing ideas from other schools across the state.

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

Facilitate honest and productive problem-solving across Receivership schools and Districts. The conference was a first step, but perhaps regional, smaller or technology-based forums could be explored.