

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Dr. Martin Luther King, Jr. PS#9
School Principal Name:	Sharon E. Jackson
School Principal Appointment Date:	July 1, 200
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<p>We want to share the following accomplishments of the 2016-2017 school year with our community:</p> <ul style="list-style-type: none"> <li>• Formalization of the Community Engagement Team – Chairperson Gaynelle Wethers: BADEN Street</li> <li>• Completion of Needs Assessments with Priorities</li> <li>• Acquisition of the 21<sup>st</sup> Century Community Learning Center Grant</li> <li>• Expanded Day Program</li> <li>• School Culture and Climate</li> <li>• Student Progress/Growth</li> <li>• Students and their Families</li> </ul>	
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?	
<p>Our most challenging indicator to achieve are the ELA indicators. Many of our students need additional time and support to meet proficiency in this area. To address the gap in ELA achievement and support our students, we took the following steps:</p> <ul style="list-style-type: none"> <li>• Visited a model bilingual school – School #33 Buffalo NY</li> <li>• Reviewed Bilingual programs to ensure alignment with PART 154</li> <li>• Recruitment of certified teachers to teach bilingual students</li> <li>• Integrated literacy instruction in content areas (science &amp; social studies)</li> <li>• Identified high impact strategies for comprehension and vocabulary development; (QAR &amp; Reciprocal Teaching</li> <li>• Provided professional development in guided reading</li> <li>• Purchased additional texts to support independent reading</li> </ul>	
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.	
<p>The Superintendent Receiver Authority was utilized in multiple ways during the 16-17 school year:</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	

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-Receiver 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?

We will share our Needs Assessment process and identification of priorities.

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?

A summarization of trends from the implementation of the SCEP in student achievement data from NWEA indicates students surpassed their projected growth in ELA and Math, except students in grade 3 did not meet the NWEA project growth in ELA.

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 identified the needs and priorities to support student achievement to meet our SCEP goals. The team met monthly to monitor student data, discuss gaps, strategies, and resources to support student achievement. In addition, the CET meet with community and district representatives to align resources to achieve recommendations.

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

The NYSED Office of Innovation and School Reform supported our efforts with feedback directly and through district officials; for example, budget adjustments to meet needs based on data.

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

The OISR can better serve our school and district improvement efforts with technical support, feedback, and recommendations based on similar schools that demonstrate success.