

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address the challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

Reaching our school's vision "All students achieving at proficiency" has been the greatest challenge. As a school we are intentionally working to increase teacher capacity, to provide quality instruction that is responsive to students' deficiencies and strengths. The Office of Innovation and School Reform can assist by providing opportunities for schools to visit and collaborate with one another. Funding to hire and train instructional coaches/mentors and to recruit highly qualified, diverse teachers.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

Improving the overall culture and climate. This was evidenced in improved teacher attendance, significant decrease in teacher turn-over (i.e., one transfer and one resignation), 28% decrease in discipline referrals and suspensions and an increase in parent and community involvement and participation in school events.

3. What is one practice that OISR should continue in working to support Receivership schools?

The quarterly discussions with OISR, School 2 principal and district leadership (via phone).

4. What is one practice that OISR should discontinue in working to support Receivership schools?

Not necessarily discontinue, but revise the time frame in which certain academic data is reported. Often the reporting period does not coincide with our assessment calendar.

5. What is one practice OISR should consider adopting in their work to support Receivership schools?

When the OISR does site visits they should meet/interview with parents, teachers and students in the school to get an idea of how the school is operating (similar to DTSDE focus groups).

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way the superintendent receiver authority was used in the last year? Please explain.

Because School 2 is in the third year of implementation of SIG 1003g, many of the changes that are allowed under receivership authority had already been implemented. For example, a new building leader was hired for the 2015-2016 school year. In addition, 73% of the teaching staff has been replaced through termination, transfer, retirement or resignation since 2013. The school day was also already expanded as part of the previous grant and professional development opportunities were aligned to the improvement efforts and tailored to the needs of the students. Additionally, the process had begun in 2014-2015 to implement the community school model and the superintendent has worked with the Board of Education to secure appropriate resources to support school improvement through the use of local and other grant funds.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

During the first year of Receivership decisions are more equitable, adaptable and collaborative than in the past. It has allowed us to be more responsive and targeted with all efforts. More stakeholders have input (i.e. Community Engagement Team) on decisions. It has allowed our teams to be reflective which allows us to make necessary changes in areas that are not yielding improvement.

8. Would you send a district team to “What Works in Receivership-Best Practice?” conference?

Yes we would send our School 2 and district leadership representatives.

9. Would you be willing to present a best practice at that conference?

No, at this point we are still in the early improvement stages and do not feel we are ready to share.

10. If so, what best practice would you present?

Please see above