

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Kodak Park #41	2616000100041	Rochester CSD	Red	SCEP; not awarded SIG 6
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Linda Cimusz	Lisa Whitlow	Raymond Giamartino Michele Alberti Kirstin Pryor	preK-6	544

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

School 41 is in a precarious position, with progress toward metrics uncertain and implementation of its improvement plan severely hindered by four key factors: 1) intensity and volume of student mental health needs and resulting behaviors; 2) lack of sustainable foundational systems; 3) lack of SIG 6 resources; and 4) an overt lack of faculty buy-in relative to growth-oriented vision and goal-setting for student learning and professional learning. The District has directed additional resources to the school, but timelines and personnel factors have resulted in delays (placements in mid-January and February), severely diluting implementation. Efforts to address professional expectations result in three staff being placed on administrative leave; coupled with a challenging culture, this makes staff absenteeism (averaging 7-10% monthly since October) an increasing concern.

Despite an unfunded plan and marked staff resistance, School 41 has moved forward on key strategies that include: instituting a research-based walk-to-intervention, Increased parent and community representation on RtI, SBPT and Community Engagement Team (sessions), a



revitalized faith community partnership, a “Zero Referral Dance”, a winter concert performed at a local theater, Friday “Gotcha” celebrations—are helping to foster a more positive culture.

Launching a solid continuum of reading instruction and intervention, although challenging, is underway. First quarter was consumed with set-up (securing an intervention teacher and materials, establishing understanding and protocols, assessing students), and Walk to Intervention officially started November 16th. The data coach, with expertise in intervention and differentiated instruction, was hired in January - supporting teachers to ensure students receive goal-specific, targeted instruction. Recognizing that student proficiency is low, targeted grade-level student data review sessions have been established. Teacher absences have caused intervention to be cancelled 17 times – noting that two additional intervention positions are necessary to implement effectively for the 2016-17 year.

Transforming school climate by building a universal tier of social-emotional supports grounded in restorative practices is essential. Early success includes participation in District supports, and initial training and modeling of circles for the majority (82%) of teachers. The school is working to secure personnel to open a Help Zone, a first-line support for behavior that incorporates restorative questions and mindset. The District projects adding a crisis interventionist, expected to start after February break, noting that serious concerns remain relative to current capacity to address intense social-emotional needs and build relationships necessary to establish a safe learning environment. Due to the intensity of behaviors, suspensions and mental health arrests, the principal seeks to establish a trauma-responsive school, with the initial staff PD on trauma slated for 2/9/16 in partnership with a local expert/agency.

Expanded learning engages the full student body in 8-hour days providing differentiated supports and enrichment. The school has strengthened the quality of offerings (e.g., adding a culinary course, basketball and step, and gender-specific youth development) and increased student choice. A continued eye on improving quality, especially in the math block remains.

Again, the leadership team is framing a trauma-informed school, and continues to raise expectations for instruction. Pointedly, decisions must be made in collaboration with the Receiver about how to address the school’s intense needs and position it to make progress.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

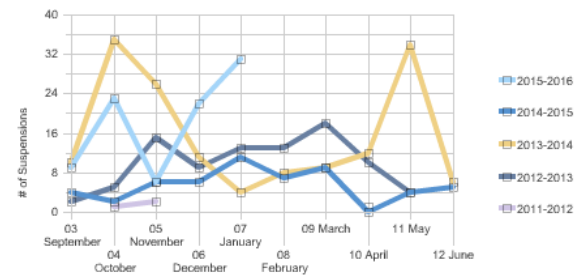
LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Baseline	Target	Analysis / Report Out
Priority School make yearly progress		NA	Make Progress	See discussion of all other indicators below.
School Safety	Red	13 serious incidents in 13-14	10% reduction; 11	<p>Currently, the number of serious incidents reported is 3, putting the school on pace to meet this target. However, the discipline data and the day-to-day reality reveal that school climate is a serious concern at School 41.</p> <p>Overall, the mental health needs and intensity of behaviors are severe, and the school is struggling to meet these needs in an effective and systematic way. Deficits in classroom management, two teachers being removed from the classroom, and poor teacher attendance exacerbate the high levels of trauma and the lack of sufficient mental-health services. The lack of supplemental resources that were proposed in the SIG 6 has hindered the leader’s ability to launch a more effective, more restorative approach to discipline and climate.</p> <p>As of January 28th, the school has tracked 824 disciplinary referrals, and found the following trends:</p> <ul style="list-style-type: none"> • K-1 generate 58.6% of all referrals and 41% of all suspensions; • 5 classrooms generate 49% of all referrals; • The school averages 11 referrals each day. <p>One of the improvements this year is a more accurate reporting of all disciplinary incidents, meaning that this year will function as the full baseline. As the table below demonstrates, the number of incidents through the first 5 months of the school year equals the total from last year, and the total number of suspensions is almost double the 1415SY total, with half a year still to go. The total number of days lost to suspension, is already at 91% of last year’s total, again at the halfway point. The charts below show the monthly patterns, which while concerning, do show a slow but steady decline in the number of incidents. We attribute this to the work that is being done to build more restorative and supportive alternatives to classroom removal.</p>



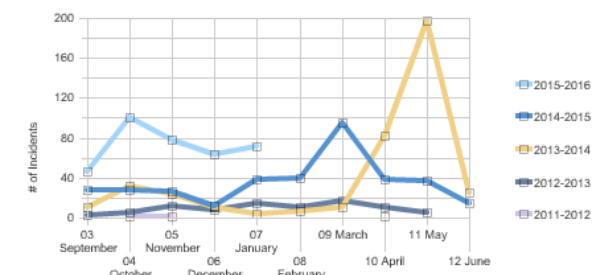
Incidents / Suspensions by Campus

School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2015-2016	359	89	2	55	34	2	91	648
2014-2015	359	48	6	6	46	2	54	710
2013-2014	403	150	5	150	0	5	155	0
2012-2013	85	83	6	84	0	5	89	0
2011-2012	3	3	1	3	0	1	4	0

Suspensions by Month



Incidents by Month



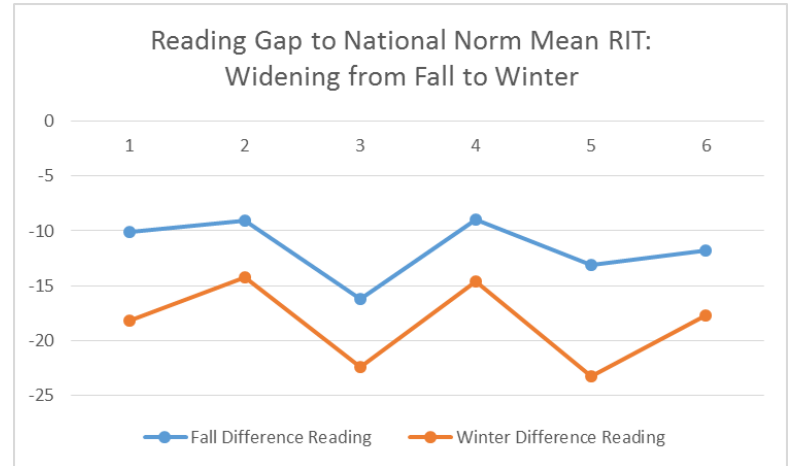
The school has worked hard to address the needs, and continues to try many solutions including additional temporary deployment of an SSO, a focus on getting students back to class, a proactive push to model peace circles, positive behavior celebrations, and cultivation of a new onsite mental health partnership. Recently, the school leader has begun framing the issue around trauma, and working with local experts on to explore how to become a trauma responsive school. The next full-staff professional learning experience (2/9) will be an introductory session.

3-8 ELA All Students Level 2 & above	Orange	23%	24% (+1 percentage point target)
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At the time of writing, the winter NWEA data is just closing. **While 39% of students met their growth targets, only 18% are meeting the grade level national norm; 20% in grades 3-8. And most importantly, the gap to the benchmark is widening in all grade levels, based on this assessment (see chart below). The fall projection for NYS ELA was that 25% would score Level 2 and above; the widening gap makes hitting this indicator a steeper challenge at this point in the year.** The data team is also analyzing the AimsWeb benchmarking data for grade and class differentials, the rates of increase, and the nuances of the data so that students can be better grouped and matched. The picture is not as positive as we would hope, with too many students below grade level, and too

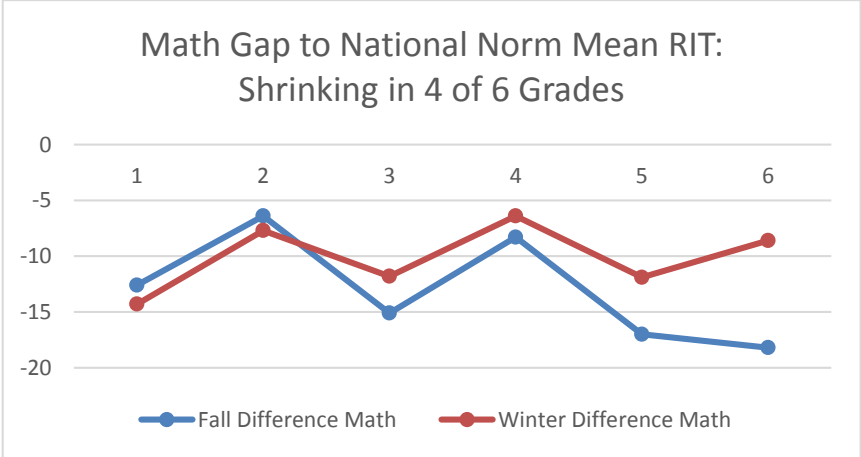


					<p>many students losing ground (Tier Transition artifact). Based on this data, and the fall projection of that 25.57% of students would score Level 2 or above on NYS ELA exam, we assess this target as orange. While we believe yellow would be a fair assessment based on the significant degree of new practices and structures instituted that we believe will pay off, we know that student growth is not where it must be at this point. We also point out that this data is aggregate, and therefore of course does not tell the story of each student, class and grade level.</p> <p>School 41 has spent this semester working to set expectations, build and support adult habits, and create systems that will, over time, foster higher-quality reading instruction and intervention. The most significant shift is that since mid-November, Walk to Intervention has been operating at all grade levels except Kindergarten (which will start in winter). The amount of effort expended to secure resources and launch Walk to Intervention cannot be understated. The August placement of the principal and the late notice and ultimate denial of the SIG, coupled with the almost complete lack of systems in place for reading instruction and intervention have made this an uphill battle. Securing funding to hire intervention teachers, finding personnel, purchasing intervention materials, training teachers with those materials, assessing and grouping students all had to be done—and since November 16th, it has been running. To be sure, it is an imperfect model without enough trained intervention teachers, evidence-based materials, or consistent capacity to use assessment data to select and match the intervention to student need. However, the fact that all teachers are participating and that a data coach with expertise in Response to Intervention was finally secured in mid-January, make this a hopeful development. The winter NWEA MAP data, plus the Aims Web and the curriculum-based skill assessments in primary are being reviewed this week during grade level data meetings to regroup students and consider how best to group and target.</p> <p>Thus far, the bulk of efforts have focused on launching an intervention system, but core instruction in literacy is also an area in need of improvement. The principal has made good use of embedded professional development, focusing on backward design to identify standards, and the setting expectations and building capacity for the use of data both for intervention and for differentiation, including daily GRAIR (Guided Reading & Accountable Independent Reading) time. Observations and conversations are revealing that pacing is too slow, compounding the fact that students start the year behind.</p>
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				<p>Placing the Data Coach, an expert in both Response to Intervention and in Differentiated Instruction, is a huge milestone and after one month on the job, there are new systems in place that will support this work for the second half of the year. With the principal, this coach and the 2 day a week instructional coach have developed complementary two-pronged areas of focus, both of which will build teachers' ability to target instruction. The data coach will focus on operationalizing RTI / Walk to Intervention, as well as introducing the basics of how to use data to differentiate instruction (see artifacts). The instructional coach will support teachers in planning and implementing GRAIR, including setting schoolwide consistency around leveling texts, matching students to texts, etc. The fact that most teachers are regularly attending and engaging is also a significant achievement given the past practice and culture.</p>
<p>3-8 Math All Students Level 2 and above</p>		<p>29%</p>	<p>30% (+1 percentage point target)</p>	<p>While 41% of students met their growth targets from fall to winter, 14% met or exceeded the national norm mean for their grade level (13% in grades 3-8). The gap to the national norm is shrinking in 4 of 6 grade comparisons, although we note that the math NWEA is very dependent upon curriculum sequencing.</p> <p>The fall projections to NYS Math exam predicted that 21.37% of students are projected to score a Level 2 or above, which would not meet the progress target set for Level 2 and above.</p> <p>In total honesty, orchestrating Walk to Intervention and assessing and improving core reading instruction have been the major priority this first semester, and the data discussed above support that prioritization. That does not mean that work in math has not been occurring, of course; areas of focus include:</p> <ul style="list-style-type: none"> • Providing targeted teacher release time to work with the District's Executive Director of Math working through an Understanding by Design framework to support teachers in unpacking the standards and designing focused instruction and assessments. • Supporting the fifth grade as they began using the voluntary common formative assessments and will begin to do them on eDoctrina, which increases the ease of analysis and application of results. • Shifting the focus of the ELT intervention block to math by working to infuse math games and skills, and recently training Boys & Girls Club staff to support students in working on Compass, a computer-based individualized program linked to NWEA results. However, since a large share (close to 40%) of the ELT staff are not teachers, this is not a viable long-term strategy for math intervention.





3-8 ELA All Students MGP		47.46	48.46	See data presented above.
3-8 Math All Students MGP		49.01	50.01	See data presented above.



LEVEL 2 Indicators				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Baseline	Target	Analysis / Report Out
3-8 ELA ED Students Level 2 and above	Orange	21%	22%	85% of School 41's student body is economically disadvantaged, so the data above is a decent proxy for this indicator.
3-8 Math Black Students Level 2 and above		28%	29%	The winter data is not yet disaggregated by subgroup. School 41's student population is 60% Black/African-American, so this data will be important.
3-8 Math ED Students Level 2 and above		27%	28%	85% of School 41's student body is economically disadvantaged, so the data above is a decent proxy for this indicator.
Providing 200 Hours of Extended Day Learning Time (ELT)	Meeting goal of provision of hours; work to do on quality.	NA	Provide 200	<p>School 41 has cleared the first hurdle of managing the first half year of an entirely expanded school day which serves students for 8 hours and incorporates 10 Boys & Girls Club and Mercier Literacy staff into the school day. This is no small feat as it requires changes and new systems to manage payroll, contracts, communication, scheduling, planning, purchasing, staffing. The school leader and the Expanded Learning Resource Coordinator were both brand new to the model when placed in late August and to be honest, the operations of launching the expanded day have consumed a good deal of energy. The ELRC, being new to administration, continues to learn how the District's systems work and how that connects to School #41's expanded learning program plan. Thus, the first two quarters can best be summarized by a period of learning and transition. Despite that, as the artifacts show, students are being offered enrichments that are improving in terms of choices and quality, and the expanded schedule is providing time for embedded teacher collaboration discussed in previous sections.</p> <p>Recently, in preparation for starting the third quarter, School #41 successfully implemented student surveys to give them more choice in enrichment classes. The options have improved too, in addition to the continuation of strong offerings like karate. For example, a collaboration with a local non-profit, Foodlink, allowed select teachers to receive professional development, instructional materials and cooking resources such as cookware for our new culinary class. Other successes include the school's first basketball team, which through the additional practice time and the coach (a Boys and Girls Club staff) had a very successful fall season which also</p>



		<p>developed leadership. School #41’s step team performed on 1/30/16 at the University of Rochester and came in second place. It is important that we are beginning to make the connection between community and school, and to offer students non-academic opportunities to showcase talents. Newly forming gender-based groups to address social-emotional development and wellbeing are another midyear improvement. The third quarter will focus on improving each of the specific enrichment class offerings.</p> <p>Beginning in early February, our Boys and Girls Club members who support our classes during data meetings will begin to take students to the computer lab for Compass Learning. Compass Learning is a computer-based program with a research-base behind it. This will give students the opportunity to maximize their time goals which correlate to specific growth benchmarks. This should help students show significant gains in their final NWEA assessment.</p> <p>Operationally, the school continues to work to improve, despite significant setbacks such as the removal of the head secretary, at the same time that the demands for payroll and invoicing increased due to ELT. High absenteeism has been a problem as well.</p> <p>Moving into third quarter School #41 will begin sending home the Kodak Park School #41 ELT Times on a monthly basis. The Kodak Park School #41 ELT Times is a way to communicate with parents or guardians about the schools expanded learning program. We will highlight our enrichment and math intervention classes and how they are impacting our students. School #41 has also created a Twitter account which connects to their Facebook page. This will allow the school to communicate with various constituents which will hopefully lead to broadening our collaboration as we move forward.</p> <p>School 41 is part of the District 3rd Cohort of schools implementing this National Center for Time & Learning model of expanded day which adds 300 hours and strives for the 7 Essential Elements. School 41’s first year of implementation is following the pattern in many of the Cohort 1 and 2 schools as well; as the year progresses, the focus will shift from operations / coverage / scheduling / expectations / stamina toward a focus on to quality programming. As the school begins to turn an eye toward next year, an early focus will be the master schedule. Currently, while the embedded teacher collaboration / PD time is being well-utilized and is necessary, the fact that students are away from classroom teachers for 1.5 – 2 hour blocks of the day is working at cross-purposes to the school’s intense need to build relationships and classroom management.</p>
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Chronic Absenteeism	Green to meet rubric target; yellow in terms of student outcome.	Rubric, district ability to track by 1/31; school track by April	<p>RCSD tracks students who are absent in the following increments: <5%, 5 – 9.99%, 10-19.99% and >20%, making this data available daily for school leaders. Thus, this meets the Receivership target rubric. Through January 15th, 26.5% of K-6 students are considered chronically absent, missing at least 10% of the school year thus far. Another 27% have missed between 5-10% of school days, resulting in less than half of the student body having satisfactory attendance. The school’s Average Daily Attendance is currently 92%, compared to prior year’s 90/4%, with pre K and Kindergarten attendance falling under 90%. A key aspect of the response is School 41’s participation as one of the District’s target schools for the Truancy Blitz which sends community volunteers and staff out to the homes of chronically absent students in K-3 on a monthly basis, and works to coordinate community resources in response. Target schools were chosen based on historic trends in primary grade attendance, and this effort has improved attendance in the target schools in prior years. However, the data from this year is running below targets this year, and at 41, the primary chronic rate at midyear is currently 1% higher than it was for all of last year.</p> <p>In addition to coordinating with the District supports, the new principal is working to set clear expectations about staff responsibilities for conducting phone call, home visits and documentation of such efforts.</p>	<table border="1"> <caption>41 - Kodak Park - Chronic Absence through 1/15/16</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% Satisfactory (absent <5%)</td> <td>45.3%</td> </tr> <tr> <td>% At Risk (absent 5-9.99%)</td> <td>27.3%</td> </tr> <tr> <td>% Chronic (absent 10-19.99%)</td> <td>18.0%</td> </tr> <tr> <td>% Severe Chronic (absent >20%)</td> <td>8.5%</td> </tr> </tbody> </table>	Category	Percentage	% Satisfactory (absent <5%)	45.3%	% At Risk (absent 5-9.99%)	27.3%	% Chronic (absent 10-19.99%)	18.0%	% Severe Chronic (absent >20%)	8.5%	<p>Enrollment and Average Daily Attendance by Grade</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th># of Students Enrolled</th> <th>% of Students Enrolled</th> <th>Avg Daily Attendance</th> </tr> </thead> <tbody> <tr> <td>PK4</td> <td>36</td> <td>6.6%</td> <td>83.9%</td> </tr> <tr> <td>Kindergarten</td> <td>81</td> <td>14.9%</td> <td>87.9%</td> </tr> <tr> <td>Grade 1</td> <td>85</td> <td>15.7%</td> <td>91.7%</td> </tr> <tr> <td>Grade 2</td> <td>71</td> <td>13.1%</td> <td>91.4%</td> </tr> <tr> <td>Grade 3</td> <td>94</td> <td>17.3%</td> <td>92.8%</td> </tr> <tr> <td>Grade 4</td> <td>74</td> <td>13.6%</td> <td>94.2%</td> </tr> <tr> <td>Grade 5</td> <td>61</td> <td>11.2%</td> <td>93.5%</td> </tr> <tr> <td>Grade 6</td> <td>41</td> <td>7.6%</td> <td>92.6%</td> </tr> </tbody> </table>	Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	PK4	36	6.6%	83.9%	Kindergarten	81	14.9%	87.9%	Grade 1	85	15.7%	91.7%	Grade 2	71	13.1%	91.4%	Grade 3	94	17.3%	92.8%	Grade 4	74	13.6%	94.2%	Grade 5	61	11.2%	93.5%	Grade 6	41	7.6%	92.6%
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Part II – Key Strategies

Key Strategies As <i>applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Strengthen school climate through restorative practices approach.	Orange	<p>While much of this has been discussed in the safety indicator section, the culture of this school is broken enough that it merits a separate discussion. The goal was to focus on building a more restorative culture that fostered relationships and also a multi-tiered level of supports for students, based on this stronger universal tier. A significant portion of the SIG 6 application was devoted to this goal—additional social work personnel, a contract for a crisis interventionist and a two-year engagement with Safer Saner Schools, to implement restorative practices. While the school leader and her team have worked hard to creatively disrupt and improve the culture, it has been a huge challenge.</p> <p>The principal and a team have been learning about restorative approaches through participation in the District’s ROCRestorative Professional Learning Community, getting key staff members trained, and pushing into classrooms to model circles. They have been working to mobilize resources to open a “Help Zone” which would help response to student needs in ways that build reflection and return to class. They have also been working to build a sense of community through the establishment and celebration of monthly character traits and through implementation of seemingly typical events such as holiday concert at a local theater, a school dance to celebrate great behavior, a vocabulary costume parade, and weekly Friday recognition of positive behavior. Re-establishing a sense of normalcy and fun in school represents improvement here.</p> <p>Due to the intense mental health needs and the behaviors of students and staff, the leader has recently focused in on learning about becoming a trauma-responsive school, which fits nicely into the restorative practices umbrella. Upcoming professional learning and a community partnership will support this direction. Upcoming decisions about budgeting and staffing will be critical in making this a reality.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)					
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.					
Status (R/Y/G)	Analysis / Report Out				
Green	<p>The CET has been meeting regularly, and is another vehicle for stakeholder input on the direction the school is taking. The most recent focus has been on the intensity and volume of negative behaviors, and on what responses can be taken. The team is supportive of the work to learn how to become a trauma-responsive school.</p> <p>The team is taking a collaborative leadership role in assessing the quality of the expanded day offerings by preparing to use the “Data in a Day” protocol. This will see teams comprised of 1 teacher, 1 parent, 1 community member and potentially one student going into all the enrichments and gathering information / observations. Then a collaborative discussion of the data gathered will help the team come to shared understanding and recommendations.</p> <p>The team notes the significant amount of positive changes that have been implemented this year, while also recognizing how unsatisfactory the current state is. The team also notes continued concerns about how to lift this work without the additional resources that the School Improvement Grant would’ve provided.</p>				
Powers of the Receiver					
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.					
Status (R/Y/G)	Analysis / Report Out				
Yellow	Given the timing of the SIG non-award, the Superintendent has not been Receiver for very long, and powers have not been exercised. The District has struggled to provide different levels of support, resources and/or flexibility to this school. Also, given the unique multiple transitions in the Superintendentcy, decisions on what will or will not be invoked for the 1617 school year are forthcoming. The ability to make clear decisions about staffing, length of day, and professional expectations including professional development will be critical to success.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Best Practices (Optional)



Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	There are best practices begun, including Walk to Intervention, and Data in a Day protocol, but we want to wait for data before highlighting as a best practice. In the past, this principal operated Response to Intervention that propelled a school into good standing.	
2.		
3.		

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): LINDA CIMUSZ

Signature of Receiver: *Linda Cimusz*

Date: 2-19-16