

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322			
				Check which plan below applies:			
Kodak Park School #41	261600010014	Rochester City School District		SIG/SIF SIG		SCEP	
				Cohort: 7.0			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Lisa Whitlow	Sandra Simpson, Chief of Receivership Schools Kirstin Pryor, School Ambassador, Office of School Innovation		PreK - 6	7%* *Internal SPA	16%* *Internal SPA	549* *Internal SPA
	August 2015						

Executive Summary

Please provide a *plain-language summary* of this 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*.

The first six weeks at School 41 revealed a marked improvement over this time last year. Invoking the Receivers' powers to negotiate a separate work agreement required an intense period of decision-making resulting in 16 involuntarily displaced teachers. Along with retirements, resignations and additions a total of 31 new teaching staff (about 60%) were in place for Day 1. The school hit the ground running with ambitious plans to stabilize behaviors (necessary after 2,017 office referrals last year) and develop a system of social-emotional supports. These efforts include an emphasis on building relationships through Morning Meetings, provision of professional development in the area of restorative practices and trauma responsiveness, and early efforts to operationalize a more effective approach to discipline. Already, the climate is improving, evidenced by a stark decline in disciplinary referrals (45 in Sept 2016 compared to 122 in Sept 2015; October total thus far is 77 compared to 221 October 2015).



However, student/family needs remain high, dramatic change of school culture and student behavior require time, and the majority of teachers are new, or new to urban teaching. Thus, despite dramatic improvement, the climate is fragile, and demands much of our collective effort to support. The newly launching partnership with the Institute for Restorative Practice's SaferSanerSchool model, and its integration with the understanding of trauma, are encouraging aspects of this work.

Instructionally, the school is much better equipped to offer students coherent curriculum, engaging instruction and targeted interventions than it was last year. Summer and job-embedded professional learning, along with the clear expectations for instruction in literacy and math that includes differentiation is beginning to result in instruction that is more aligned to standards and student ability. Most significantly, the school began the year with four intervention teachers, a data coach and a math coach—all of whom are focused on implementing the response to intervention system. At this point in the year, all students in grades K-6 (420) have been benchmarked and 336 students (grades 1-6) have been grouped and are participating in a reading intervention. 54 small targeted reading intervention groups are happening daily.

The expanded learning time partners support the instructional and social-emotional improvements, bringing staff who connect well with students, participate in building PD, provide engaging enrichment and social-emotional supports, and provide time for teachers to collaborate. The partners also participate in the school's Community Engagement Team, which has become a highlight of the transformation. This team brings together mental health expertise, county and city staff, higher education partners, expanded learning providers, parents and staff to focus in a holistic way on the future for this school. The team actively identifies and troubleshoots barriers, celebrates successes and brings in-kind resources to the school. For example, we have referred 14 families to mental health services, provided onsite, and 9 families are utilizing the services.

To be clear, there are a variety of challenges this year, including continual significant problems with clerical and custodial staffing, the effort of supporting and supervising so many new teachers in a school that is just rebuilding, and the tragic death of a student in the first few weeks of school. However, School 41 "feels" different this year, evidenced by student, staff and parent comments, and is far better positioned to make significant inroads this year than it was first quarter last year.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes 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 Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership 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 and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																																																																							
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?																																																																		
Make yearly progress				No assessments at this time.																																																																			
School Safety	green	13	<6, or 15% reduction = 11	Disciplinary data from VADIR Referral and suspension data.	<p>We currently have 0 serious incidents to report.</p> <p>Furthermore, there has been a dramatic stabilization of the climate and the way behaviors are addressed—evidenced by the fact that the number of referrals, incidents and suspensions are down by at least 66% over last fall.</p> <div style="text-align: right;"> <p>Suspensions by Month</p> <table border="1"> <caption>Suspensions by Month Data</caption> <thead> <tr> <th>Month</th> <th>2016-2017</th> <th>2015-2016</th> <th>2014-2015</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr><td>03 September</td><td>0</td><td>10</td><td>5</td><td>10</td><td>10</td></tr> <tr><td>04 October</td><td>0</td><td>35</td><td>5</td><td>10</td><td>10</td></tr> <tr><td>05 November</td><td>0</td><td>25</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>06 December</td><td>0</td><td>25</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>07 January</td><td>0</td><td>45</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>08 February</td><td>0</td><td>35</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>09 March</td><td>0</td><td>55</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>10 April</td><td>0</td><td>35</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>11 May</td><td>0</td><td>55</td><td>10</td><td>15</td><td>15</td></tr> <tr><td>12 June</td><td>0</td><td>15</td><td>10</td><td>15</td><td>15</td></tr> </tbody> </table> </div>	Month	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	03 September	0	10	5	10	10	04 October	0	35	5	10	10	05 November	0	25	10	15	15	06 December	0	25	10	15	15	07 January	0	45	10	15	15	08 February	0	35	10	15	15	09 March	0	55	10	15	15	10 April	0	35	10	15	15	11 May	0	55	10	15	15	12 June	0	15	10	15	15
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3-8 ELA All Students Level 2 & above	Yellow	23%	42%, or +3%age points = 26%	NWEA-MAP Office of Accountability provides student data / groupings for targeted students.	<p>Fall NWEA projections predict that 27.6% of students will score a Level 2 or above, which would meet our progress target. This data point is supported by a data file that looks at current 3-6 students, of which there are 284. School 41 needs at least 76 students to score Level 2 and up, and there are currently 78 (28%) who are grouped as “ready to move” based on combination of NWEA, NYS ELA and consistent attendance. The fact that this is the baseline, before 6 more months of instruction and intervention is encouraging. We have made strides in all classroom teachers planning for guided reading, and intervention started earlier in the year than last year.</p> <p>20% of students in grades 1 – 6 scored at or above the national norm for their grade level. The chart to the right shows the share of students by grade level who scored in the low and low-average range.</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th># Students with Valid Scores</th> <th>ELA % <Average</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>73</td> <td>85%</td> </tr> <tr> <td>2</td> <td>76</td> <td>66%</td> </tr> <tr> <td>3</td> <td>69</td> <td>78%</td> </tr> <tr> <td>4</td> <td>91</td> <td>79%</td> </tr> <tr> <td>5</td> <td>52</td> <td>56%</td> </tr> <tr> <td>6</td> <td>52</td> <td>73%</td> </tr> </tbody> </table>	Grade	# Students with Valid Scores	ELA % <Average	1	73	85%	2	76	66%	3	69	78%	4	91	79%	5	52	56%	6	52	73%
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3-8 Math All Students Level 2 and above	Yellow	29%	41% or +3%age points = 32%	NWEA-MAP Office of Accountability provides student data / groupings for targeted students.	<p>Fall NWEA projects that 31% of students will score a Level 2 or above. This is just below the metric. The same data file of current students, shows about 28% of the necessary 94 students falling in that grouping. The chart below shows the grade level breakdown of students scoring in the low and low-average band on this fall baseline; 15% of students meet the national grade level norm.</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th># Students with Valid Scores</th> <th>Math % <Average</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>73</td> <td>86%</td> </tr> <tr> <td>2</td> <td>76</td> <td>71%</td> </tr> <tr> <td>3</td> <td>69</td> <td>79%</td> </tr> <tr> <td>4</td> <td>91</td> <td>84%</td> </tr> <tr> <td>5</td> <td>52</td> <td>60%</td> </tr> <tr> <td>6</td> <td>52</td> <td>88%</td> </tr> </tbody> </table>	Grade	# Students with Valid Scores	Math % <Average	1	73	86%	2	76	71%	3	69	79%	4	91	84%	5	52	60%	6	52	88%
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3-8 ELA All Students MGP		47.46	50.72, or +1%	This metric cannot be assessed or predicted beyond what is discussed above.	See discussion above and in strategy section for efforts aimed at this growth.																						
3-8 Math All Students MGP		49.01	51.17, or +1%	This metric cannot be assessed or predicted beyond what is discussed above.	See discussion above and in strategy section for efforts aimed at this growth.																						



LEVEL 2 Indicators					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
3-8 ELA ED Students Level 2 and above	Yellow	21%	39%, or +3%age points = 24%	NWEA	Fall NWEA projects 26% of this subgroup to score at least a level 2. This would exceed the target .
3-8 Math Black Students Level 2 and above	Yellow	28%	34%, or +3%age points = 31%	NWEA	Fall NWEA projects 31% of this subgroup to score at least a level 2. This would exceed the target .
3-8 Math ED Students Level 2 and above	Yellow	27%	37%, or +3%age points = 30%	NWEA	Fall NWEA projects 31% of this subgroup to score at least a level 2. This would exceed the target .
Providing 200 Hours of Extended Day	Green	NA	Provide 200 Hours of ELT	Rochester has used the National Center for Time & Learning's progress monitoring tool for several years.	We scored satisfactorily on our Year 1 rubric and will meet the expectations this year as well: <ul style="list-style-type: none"> School hours have shifted from 9 – 4:30 for 100% of students, and all teachers are working the expanded day. Partner staff (Quad A for Kids and Center for Youth) are onsite all day working in embedded fashion to provide enrichment, proactive social-emotional supports and to enable teacher collaboration time. We are currently assessing the first two months and meeting with each partner to make necessary adjustments. Fall benchmark testing was just completed and data was analyzed. (see baseline data above).
Chronic Absenteeism	Green	NA	rubric	Monitor chronic absence	School 41 continues to build a positive school climate, promote and celebrate attendance and monitor chronic absence lists, utilizing the parent liaison and teachers to outreach and intervene. The three-year trend data is encouraging, that as we invest efforts and build systems, we are shrinking the share of students who are chronically absent. <u>Total Chronic Absenteeism Trend Data</u> 2014-2015 32%



					2015-2016 29% 2016-2017 20% Specific actions this quarter include: <ul style="list-style-type: none"> • We participated in August attendance Blitz on 15-16 chronically absent students • B. Hoffer (director of Attendance) came Sept 21, 2016 to meet with all classroom teachers along with the parent liaison to provide resources, show teachers hoe to record attend actions and the parent liaison offered to make home visits. • School participates in district wide attendance blitzes • Beginning in November 2016 students with perfect and most improved attendance will be recognized at a monthly assembly for Cheetah Champions 		
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 II – Key Strategies

Key Strategies		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. Institute a balanced literacy framework, inclusive of intervention	Green	<p>Beginning with August staff PD, and continuing through the job-embedded grade level meetings, School 41 has made significant strides toward having a comprehensive literacy framework, including a system of Response to Intervention, in place. Progress toward the specific objectives outlined in the SIG are noted below:</p> <p><u>Objective 1.1:</u> <i>Ensure that all primary teachers have professional learning on the Core Knowledge skills block and all teachers K-6 do so for guided reading by December, 2016.</i> Progress update:</p> <ul style="list-style-type: none"> All K-3 teachers received 6 PD hours on Core Knowledge (CK) skills block from CK trainers on 9/6/16. All 4-6 teachers received 6 hours on Guided Reading/Balanced Literacy PD from the Building Data Coach on 9/6/16. All K-6 teachers received PD on Guided Reading/Balanced Literacy from District’s ELA Content Directors on 9/19 & 9/22. <p><u>Objective 1.2:</u> <i>By the end of October, all classrooms will be implementing guided reading, evidenced by lesson plan review and walkthrough data. All students needing Tier 2 and 3 interventions will have individual learning plans developed.</i> Progress update:</p> <ul style="list-style-type: none"> Teachers use daily data meetings to inform their Guided Reading groupings and instructional plans, as well as to identify and prioritize those skills and standards students need to address. In addition, teachers collaborate and share lesson plans and strategies for grade-level centers/stations, and gather texts and other materials to support implementation. As of early October, teachers are already beginning to implement Guided Reading as evidenced by lesson plan review and classroom walkthroughs. Intervention teachers are trained in Really Great Reading and the CKLA Skills Remediation Guides for use in the first six-week intervention cycle. Training in LLI and SOAR to Success is scheduled to take place in November 2016 for both Intervention teachers and classroom teachers. Classroom teachers in grades K-3 are trained in the use of the CKLA Skills Remediation guides. <p><u>Objective 1.3:</u> <i>100% of grades 3-6 classrooms will administer and collaboratively review the District common formative assessments.</i> Progress update:</p> <ul style="list-style-type: none"> 100% of teachers in grades 3-6 administered and collaboratively scored the District’s Common Pre assessments in ELA and Mathematics. Gaps and challenges were noted and are to be addressed during the Guided reading and station time. In daily Data Meetings, teachers work to review the data collaboratively and make plans to use the data to inform instructional planning and interventions. <p><u>Objective 1.5:</u> <i>There will be two school-wide writing process assignments, developed by grade levels, administered and analyzed through a looking at student work protocol. Using this data, by Fall 2017, there will be school-wide expectations and framework for writing instruction.</i></p>



			<p>Progress Update:</p> <ul style="list-style-type: none"> The District common assessments noted above were analyzed and data will be used to develop the two writing assignments that are also aligned to the District’s K-8 Writing Rubrics. The two assignments will assess student writing in Informative and Explanatory and Response to Literature genres. The Response to Literature is planned to be assessed the first week in November and analyzed using the Looking at Student Work Protocol. The Informative and Explanatory school wide writing assessment will take place the first week in December. <p><i>Objective 1.6: Provide 60-120 minutes of weekly teacher collaboration time at each grade level, focused on data and on planning rigorous differentiated lessons utilizing higher ordered questions and integrating a walk through tool used by administrators.</i></p> <p>Progress Update:</p> <ul style="list-style-type: none"> All Teachers (K-6) participate in 170 minutes of teacher collaboration time each week, where the focus has been “deep data dive” to use NWEA, AIMSweb Plus and the Skills assessments data to create differentiated centers and to target intervention. Higher Order Questioning has been embedded in the conversations and collaborative planning in both ELA and Math during the data meetings.
	Expanded Learning		<p>We continue to implement expanded learning according to the National Center for Time & Learning’s research-based framework. Progress toward our specific objectives in the SIG is reported below:</p> <p><i>Objective 2.1: Use RCSD common formative assessment in grades 3-6 three times a year as a benchmark to assess ongoing student progress and set an individual growth target for priority standards which will be progress monitored within eDoctrina.</i></p> <ul style="list-style-type: none"> Based on curriculum pacing, we will administer the RCSD Common Formative Assessments for ELA and Math during mid-October through early December. As each grade level’s data is scanned into eDoctrina we will be looking at that data to set individual growth targets for priority standards. This work will be done during the daily data meetings. <p><i>Objective 2.2: Use expanded learning time, and math coaching support, to create a “math clinic” approach to intervention, providing and supporting a differentiated small group time to address individual learning needs.</i></p> <ul style="list-style-type: none"> During our daily data meetings this quarter, we have been unpacking the modules and standards for Module 1 with grades K-6. This understanding by design process helps the teachers to understand the main concepts to teach in each module. Looking at assessment questions also gives teachers and students insight into how the standards will be assessed. We have just finished scoring the pre-assessments at grades 3-6 and collecting data through AIMSweb and NWEA. We are just beginning to collect all this data in one place so that we can select priority standards and create both intervention and differentiation groups to address individual learning needs in the classroom. Math coaching support will be used in classrooms to get the small groups up and running.
2.	Establish a positive culture, anchored in restorative practices	Light green	<p>School 41 has taken some major steps forward this year—rewriting its mission to focus on social-emotional wellbeing, instituting Morning Meeting time in the master schedule, hiring a teacher-on-assignment for restorative work, creating a more orderly and more restorative flow for student behavior, and enrolling full staff in an introductory session on restorative practices. The school’s partner organization will be administering the mini-DESSA, which will assess social-emotional</p>



	and trauma-responsiveness		<p>wellbeing and help prioritize SEL programming. This is paying off, as evidenced by the dramatic drop in classroom referrals over prior year referenced above, and by observations in the school. Most of the objectives laid out in the SIG are well on their way to being met, and we believe we are on track to do so.</p> <p>While we observe a tangible difference in the school’s climate already, there are still concerns. The school was rocked by a trauma in September when a tragic fire killed a student. The large number of new staff, both new to teaching and new to working in the city, is also a stressor. The volume and intensity of student mental health needs and associated behaviors remains high and taxes the school’s ability to address.</p> <p><u>Objective 3.1:</u> Every day starts with morning circle for 100% of staff and students. Provide time, the clear expectation and support structures for all staff to implement Morning Meeting in their daily schedule with students, providing the first layer of universal programming.</p> <ul style="list-style-type: none"> Progress: Over the summer a group of teachers who participated in a Restorative PLC met and created the first 30 days of morning meeting for all classroom teachers to use. Training was provided in August on relationship building and an introduction to circles and restorative practices, and support staff are assigned to assist classroom teachers in implementing the morning meeting, which are happening daily in all classrooms. <p><u>Objective 3.2:</u> Utilize Help Zone, with clear processes including data collection.</p> <ul style="list-style-type: none"> Progress: Help Zone opened at start of year, and the process is working to return more students more quickly to class; it has logged 276 student contacts in September and 183 to date October 17th. <p><u>Objective 3.3 – 3.5:</u> Secure SaferSanerSchool™ whole school change support from International Institute for Restorative Initiatives; develop and implement work plan for the year. Full leadership / anchor team participates in the foundational training SaferSanerSchool™ by January. Provide full staff with “Introduction to Restorative Practices” by the end of October.</p> <ul style="list-style-type: none"> Progress: We are just beginning our relationship with SaferSanerSchool, after the SIG award; this include two full-days for all staff and monthly capacity building and consultation with a leadership team. The full staff intro is on schedule, and the plan for the leadership team is under development. <p><u>Objective 3.6:</u> Increase the school’s understanding of trauma and select two trauma-responsive strategies to try; work with CCSI to develop feedback and evaluation.</p> <ul style="list-style-type: none"> Progress: The school is prioritizing this understanding and recognizes that it is a long-term strategy. There have been two half-day trainings this summer on trauma responsiveness with job-embedded follow-up during teacher collaboration time, and a scheduled collegial circle in November –December. The school is also tackling implicit bias and cultural humility, as part of knowing their students. <p><u>Objective 3.7:</u> Increase number of referred families taking advantage of mental health services.</p> <ul style="list-style-type: none"> Progress: To date 9 referrals have been made to Genesee Mental Health and 4 families have responded and are participating. 		
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)					
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.					
Status (R/Y/G)	Analysis/Report Out				
	<p>The CET has been actively engaged this year, and has added both parent and community partner representatives. The committee has participated actively in brainstorming and problem-solving, finding ways to contribute in different ways. There has been an emphasis on creating partnerships that support the social-emotional wellbeing of members of the school community, and the team is looking to become even more strategic in how they support the school.</p> <p>The Community Engagement Team Met on the following dates: July 28, 2016 meeting August 24, 2016 (CET came to the staff retreat) September 13, 2016 meeting September 28, 2016 CET Receivership Forum with parents and community October 5, 2016 Open House CET members attended October 25, 2016, meeting and review of report</p>				
Powers of the Receiver					
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.					
Status (R/Y/G)	Analysis/Report Out				
	<p>The most significant use of the receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract which allowed each school to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed. Furthermore, following the appointment of a new Superintendent in August, she has created a position devoted to the oversight of these schools (Chief of Innovation and Receivership Schools). The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.</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 IV – Instructional Technology Plan

Instructional Technology Plan					
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.					
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.		
1.	Current status of the District Technology Plan pertinent to this school	Yellow	Although we have embarked on our Digital Transformation we are still awaiting the Smart Bond Funding. The application is under review and we expect funding to become available during the latter half of the 2016-2017 school year. As funding arrives, schools will see a significant increase in student devices. In the meantime, professional development has been created and offerings will commence during the 2016-2017 school year. The professional development series "Ready, Set, Go" is mandatory for teachers to begin receiving devices. School 41 will receive one to one devices according to the following phases: 16-17SY = 3:1 (Classroom to Cart) 17-18SY = 2:1 (Classroom to Cart) 18-19SY = 1:1 (Classroom to Cart)		
2.	Use of technology in the classroom	Yellow	The effective use of technology has not been a schoolwide priority, although teachers do use SmartBoards and Chromebooks.		
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 V – Budget

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
Funds are just being loaded, as the fiscal award was just received.		The bulk of this grant is three personnel, all of which are in place and conducting the work outlined above (data coach, intervention and restorative teacher on assignment). The contract with SaferSanerSchool will go to the Board this month and will begin to be encumbered at that point.

Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	We do have several practices and structures that we will want to share, however, we will wait until midyear when the data shows growth.	
2.		
3.		



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Barbara Deane-Williams
Signature of Receiver: [Handwritten Signature]
Date: 11/7/16

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Deborah Alconski
Signature of CET Representative: [Handwritten Signature]
Date: October 31, 2016