

Receivership Schools ONLY

Quarterly Report #2: November 1, 2016 – January 15, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
				Check which plan below applies:			
Dr. Martin Luther King School #9	261600010009	Rochester City School District		SIG/SIF		SCEP (&PSSG) X	
				Cohort: SIF Cohort 2 - ENDED Model: Community-Oriented Redesign			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Sharon Jackson	Beth Mascitti-Miller- Chief of Intensive Supports and Innovation		preK - 6	41%	15.2%	705
	Appointed 2001	Michele Alberti, Executive Director of School Innovation Kirstin Pryor, School Ambassador, Office of School Innovation					

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.

School 9 maintains its focus to execute its plan which focuses on increasingly differentiated supports for students, seeking to personalize learning in core instruction and to provide increased interventions throughout the day. The school makes strategic use of the expanded day for supports and enrichment, and has been able to add additional staff to the interventions, which allows for smaller groups to meet more frequently, and to utilize more targeted interventions such as Leveled Literacy Intervention. This quarter included the award of the remaining PSSG funds being extended through June 30th which allows School 9 to redress the lapse in online tools such as ALEKS and obtain additional intervention support, targeted professional learning and instructional supplies.

The Community School strategy continues to come to life as the Site Coordinator conducts the needs and asset assessment, working to gather family input and make connections to community resources. Highlights of this work include strong turnout and participation at a



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family/community dinner with structured feedback protocols (Artifact A). As part of its work, the Community Engagement Team (CET) meets monthly to monitor the recommendations to meet Level 1 and Level 2 metrics as well as ensure spenddown of the receivership grant dollars (see attached minutes). The work continues to build a widely understood vision and work plan, based on the needs assessments garnered from community input and feedback.

At this point, School 9 confidently reports three metrics are green and shades the other metrics yellow. The fall projections and mid-year data suggest that the remaining targets will be met, and the school continues to re-emphasize literacy in order to meet the metric it did not in Year 1. Administrators have met with individual teachers to translate the Receivership metrics into actionable plans for students. The school leader judges that the school will make the required demonstrable improvement.

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?
Yearly progress			Make AYP	Cannot at this time	Not available to report at this time.
School Safety	Green	7	<6, or 15% reduction = 5.95	VADIR reporting Disciplinary data is available daily in the Districts data warehouse, School Performance Analytics.	<p>To date, School 9 has recorded 10 incidents, only 1 of which is considered serious. This puts the school on track to meet this metric. Of these incidents, the bulk are generated by three students. The school works to address behavior and social-emotional supports in the following ways:</p> <ul style="list-style-type: none"> ● Collaborate with outside agencies to support students and their families to address behavioral issues and develop BIPs/FBAs ● Social Workers provided de-escalating training overview to classroom teachers ● Conduct D.R.E.A.M. student celebrations to promote positive schoolwide behaviors ● Planning for schoolwide training in Therapeutic Crisis Intervention; this is funded through the PSSG carryover and will strengthen the school’s ability to respond to students in supportive ways. <p>The CET notes a concerning shortage of psychologists to support Functional Behavior Assessments and Behavior Intervention Plans; recently addressed but requires monitoring.</p>



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3-8 ELA All Students Level 2 & above	Yellow	25%	42%, or +3%age points = 28%	NWEA Fall MAP assessment Data file from District Office of Accountability, provides analysis of students based on Spring '16 NYS exam + NWEA Fall + Attendance threshold. Ongoing progress monitoring, online and Writing Pathways Benchmarks	<p>As the table shows, 14.4% of students in grades 3-6 met the national norm; furthermore, 4 of 6 grade levels increased this measure from the Fall administration, showing growth. The aggregated NWEA reports on student growth targets and on projected proficiency cannot be run at this time. In the next reporting will highlight the NWEA winter results. However, School 9 is already using the newly released student profile sheets in individual data reviews and in grade level settings. The profile tracks the individual student's growth over time, allows for individualized goal setting and importantly, identifies the next specific skills that the child is ready to develop Artifact B. The CET notes that the shortage of psychologists to support the Functional Behavior Assessments and Behavior Intervention Plans has been problematic, causing delays in the CSE process. This has been recently addressed but must be monitored closely.</p> <p>This data show that students made growth, and School 9 continues to emphasis literacy. A number of supports are aimed at this, many of which are funded through the PSSG. Continuing efforts and adjustments include:</p> <ul style="list-style-type: none"> Regular job-embedded professional development through grade level collaboration, specific to meeting the targets. ARTIFACT C. The school has developed systems that support teacher leadership and a culture of professional learning. The Leadership Team includes grade level representatives who delve into the data, create exemplar 	<table border="1"> <thead> <tr> <th colspan="2">NWEA Winter Reading</th> </tr> <tr> <th>Grade</th> <th>% At / Above National Norm</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>7.8%</td> </tr> <tr> <td>1</td> <td style="background-color: red;">7.9%</td> </tr> <tr> <td>2</td> <td style="background-color: green;">18.5%</td> </tr> <tr> <td>3</td> <td style="background-color: green;">15.2%</td> </tr> <tr> <td>4</td> <td style="background-color: green;">15.2%</td> </tr> <tr> <td>5</td> <td style="background-color: red;">11.3%</td> </tr> <tr> <td>6</td> <td style="background-color: green;">16.1%</td> </tr> <tr> <td>Total</td> <td style="background-color: yellow;">13.1%</td> </tr> <tr> <td>3-6 Total</td> <td style="background-color: green;">14.4%</td> </tr> </tbody> </table>	NWEA Winter Reading		Grade	% At / Above National Norm	K	7.8%	1	7.9%	2	18.5%	3	15.2%	4	15.2%	5	11.3%	6	16.1%	Total	13.1%	3-6 Total	14.4%
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					<p>differentiated lessons, and then help facilitate grade level collaboration ARTIFACT D.</p> <ul style="list-style-type: none">● Monthly Data Meetings that administrators hold with each teacher, reviewing data notebooks and student progress in online personalized learning, such as ALEKS and MyOn ARTIFACT E, F, & G.● The school doubled students' exposure to literacy by infusing explicit literacy in the content area focus into Science and Social Studies instruction. The school's Technology Integration in core subjects, which allows more interdisciplinary units and increase use of expository texts and writing in the content areas.● The school continues to add more academic intervention. This quarter highlights addition of 3 per diem substitutes and 2 Teaching Assistants, funded through the additional PSSG, which enables the school to increase intervention time by 30 minutes/day for students identified based on multiple measures, aligned to Receivership metrics.
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3-8 Math All Students Level 2 and above	Yellow	27%	41%, or +3%age points = 30%	NWEA Winter MAP Data file from District Office of Accountability, provides analysis of students based on Spring '16 NYS exam + NWEA Fall + Attendance threshold BAS data ALEKS	<p>As the table shows, 14% of students in grades 3-6 met the national norm, ranging from 19% in grade 3 to 10% in grade 6. The Winter NWEA is a less exact measure because it does not always align with the sequence of skills; the Spring will be a more accurate assessment. The school will include the NWEA reports on student growth targets and on projected proficiency in the next round of reporting. In the meantime, the school uses the NWEA student profile sheets discussed above, along with other sources of progress monitoring data to provide:</p> <ul style="list-style-type: none"> • more differentiated instruction in core lessons; • more frequent and more targeted additional intervention, in smaller groups, based on the use of additional staff resources through the grant; <p>School 9's CET notes that the lapse in the ALEXS subscription, remedied by the amended PSSG award, caused a gap in personalized instruction in math in particular. It further notes that the shortage of psychologists to support the Functional Behavior Assessments and Behavior Intervention Plans has been problematic, causing delays in the CSE process. This has recently been addressed, but must be monitored closely.</p>	<table border="1"> <thead> <tr> <th colspan="2">NWEA Winter Math</th> </tr> <tr> <th>Grade</th> <th>% At / Above National Norm</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>5.9%</td> </tr> <tr> <td>1</td> <td>3.9%</td> </tr> <tr> <td>2</td> <td>16.7%</td> </tr> <tr> <td>3</td> <td>19.0%</td> </tr> <tr> <td>4</td> <td>15.8%</td> </tr> <tr> <td>5</td> <td>12.5%</td> </tr> <tr> <td>6</td> <td>10.1%</td> </tr> <tr> <td>Total</td> <td>12.0%</td> </tr> <tr> <td>3-6 Total</td> <td>14.4%</td> </tr> </tbody> </table>	NWEA Winter Math		Grade	% At / Above National Norm	K	5.9%	1	3.9%	2	16.7%	3	19.0%	4	15.8%	5	12.5%	6	10.1%	Total	12.0%	3-6 Total	14.4%
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3-8 ELA All Students MGP	Yellow	48.68	50.72, or +1%	Cannot assess specifically at this point.	School 9 exceeded the progress target and the State target last year with a MGP of 52.5 and is continuing with the ongoing progress monitoring, benchmarking and intervention during the year to address students' needs.																							
3-8 Math All Students	Yellow	48.76	51.17, or +1%	Cannot assess specifically at this point.	School 9 exceeded the progress target and the State target last year with a MGP of 62 and is continuing with the ongoing progress monitoring, benchmarking and intervention during the year to address students' needs.																							



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MGP					
<u>LEVEL 2 Indicators</u> 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?
Plan for and implement Community School Model	Green	n/a	rubric	Receivership rubric results from Year 1 National Coalition for Community Schools Stages of Development	After meeting the Year 1 rubric requirements, School 9 continues to align and integrate the school's existing structures and programs with the community school strategy, and develop others where needs emerge. This current school year, the community site coordinator is focused on the work of building relationships and conducting the formal need assessment. Key efforts and milestones this quarter include the following: <ul style="list-style-type: none"> The Community School Site Coordinator (CSSC) focuses on developing the needs assessment for continued community school development. Through the CET team, the CSSC established a subcommittee of teachers, parents, and community partners to assemble the needs assessment for School 9. This builds upon the work he has already done building relationships with various stakeholders, conversations with families, data analysis, and the identification of current school assets. The Community Site Coordinator now manages partnerships that support families and their comprehensive needs. This included several holiday-related supports garnered through community partnerships with St. Paul's Episcopal Church, Excel Securities & Associates, Harris



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					<p>Beach-Attorneys at Law, and Baden Street Settlement.</p> <ul style="list-style-type: none"> • Site Coordinator continues his work by building relationships with the school staff, families and partners and integrating into existing school structures such as Community Engagement Team, School-Based Planning Team, and building leadership teams. These conversations have formed the foundation for the subcommittee developing the needs assessment. • School personnel continue to meet with existing partnerships, inventorying what they each provide for families, and how they coordinate with the development of the community school.
3-8 Math Hispanic Students Level 2 and above	Yellow	21%	39%, or +3%age points = 24%	NWEA Winter assessment, subgroup analysis	In addition to the data discussed above relative to the Level 1 Indicators, the new PSSG funds enables School 9 to provide more targeted interventions in smaller groups, in students’ first language. The funds provide three additional teaching staff and two additional teaching assistants. An analysis of Winter NWEA by subgroup will be available in late February; School 9 will include in the next round of reporting.
3-8 Math ED Students Level 2 and above	Yellow	27%	37%, or +3%age points = 30%	NWEA Winter assessment, subgroup analysis	An analysis of Winter NWEA by subgroup will be available in late February; School 9 will include in the next round of reporting.
3-8 Math Black Students MGP	Yellow	47.84	48.96, or +1%	Cannot track this metric in a formative way; see above	Since this is a measure of relative growth on the NYS exam, the school cannot assess in a formative way, beyond the data presented above.
Providing 200 Hours of	Green	N/A	SED Rubric	District has used the National Center for Time & Learning’s Framework and	School 9 provides a comprehensive and research-based approach to Expanded Learning for several years. In Year 1, the school’s programming received validation by meeting all 12 (100%) of the criteria included in the SED rubric,



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Extended Day				<p>progress monitoring tools for several years. Elements align to SED’s Receivership rubric.</p> <p>Leadership team assesses student progress and implementation adjustments.</p>	<p>despite only being required to meet 4 in Year 1 and 75% in Year 3. School 9 continues to work to refine ELT to keep students interested in enrichment and to continually adjust academic interventions. Specific adjustments over the past quarter have included:</p> <ul style="list-style-type: none">• Providing additional 30 minutes/day of differentiated support to students who scored in the upper range of all 4 performance levels on the last NWEA and NYS exam AND attend school 85% of the time. The school has been able to do this in response to additional teaching and teaching assistants, through the PSSG ARTIFACT F.• Expanding the use of personalized learning (accelerations and interventions) through addition of teaching assistants and the subscriptions for ALEKS and MyOn. The CET notes that there was a lapse in the ALEKS subscription due to the timing of PSSG funds which caused an interruption in service; access has been restored. ARTIFACT G <p>School 9 notes one sad change to its enrichment program, which is that the swimming program has temporarily halted. The woman who ran the program for years was a fixture at the school, through a community partnership, and recently died in a tragic accident. The school community grieves her and is working with the partner agency to move forward.</p> <p>School 9 presented a Winter Extravaganza to showcase the enrichment portion of Expanded Learning, and is proud of its students’ talents and hard work. https://www.youtube.com/watch?v=05D7uV__nc</p>
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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.
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Part II – Key Strategies

<u>Key Strategies</u> 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. Community School Model / Strategy	Green	<p>As discussed above, the community school work is going well. The Site Coordinator continues to support the work, working with staff to deepen understanding of the strategy and articulating a clear path. The needs assessment is underway and is being conducted in a way that includes family and stakeholder engagement and input.</p> <p>One area of need is mental health supports, and the school plans to work toward expanding the offerings of the onsite Via Health clinic. The school provides more professional development on Mindfulness Training with its partner Nazareth College offering a Saturday workshop for staff this coming week. The school believes that the strategies will be effective for teachers’ self-care and for teachers to use with students; the CET is interested in exploring this as a long-term strategy.</p> <p>The District submitted a 21st Century Community Learning Center grant on behalf of School 9, naming Baden Street Settlement as the lead agency. This agency is a partner in the school’s expanded day and the Community Engagement Team. This agency was also the employer of the long-term staff member who ran School 9’s swimming program and who recently died. The school, agency and District are all collaborating</p>



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			to determine the shared vision and implementation of the community school strategy.
2.	Providing differentiated programs for diverse learners	Yellow	<p>This strategy forms the bulk of School 9’s instructional program, as it continually works to differentiate both core instruction and provide targeted interventions. Key strategies include:</p> <ul style="list-style-type: none"> • Teacher Leaders who serve on leadership team, work with data, create model lesson plans and help to facilitate grade level professional development to support the ELA and Math metrics. • Technology integration, both to design integrated, engaging instruction and utilize personalized interventions, and to organize and support the collegial learning for staff with school’s Google Classrooms for PD and teams ARTIFACT H. • Regular progress monitoring through online personalized learning software, and through additional RTI teachers. This data is used to frequently adjust small group interventions. • Administrators working closely with teachers to review student data in monthly cycles (made possible by the use of technology) and to conduct instructional walkthroughs. At this point in the year, 99% of teachers have had their formal observations and the team has conducted 75 walkthroughs. • School 9 recently made adjustments to its writing rubrics, returning to prior benchmark assessments, which are more rigorous.
3.	Continuing to implement Expanded Learning Time (ELT)	Green	See discussion above.
4.	Staff development that creates a culture that values and supports learning	Green	The school has engaged a broad number of staff in the CET and in the Instructional Leadership group, which is comprised of teachers representing all grade levels. These teacher leaders are part of the embedded PD for their grade level teams, as described above. The school has several collegial groups of Google Classrooms) and uses technology to build awareness and communication ARTIFACT I. The principal provides “instructional notes” for full staff, based on walkthroughs and observations. ARTIFACT J.



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			<p>Specific adjustments to the professional learning in this quarter include:</p> <ul style="list-style-type: none"> • Securing resources through the PSSG carryover to offer a set 26-hour course in Therapeutic Crisis Intervention training to support social and emotional development. This is scheduled for February. • A mindfulness training, provided by partner Nazareth College • Partnering with Nazareth to have professors work with K-2 teachers on deepening professional practice to ensure that students are reading by 3rd grade. Each professor worked with individual teachers to identify personalized needs and is providing embedded coaching.
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	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> <p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part III – Community Engagement Team and Receivership Powers

<p><u>Community Engagement Team (CET)</u> 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.</p>	
Status (R/Y/G)	Analysis/Report Out
Green	The CET is working well, utilizing the new agenda protocol, honoring multiple voices and making recommendations to support the work. Much of the focus is given to furthering the community school strategy. The new members still need a formal orientation to the role and the CET is working with the Office of School Innovation to make this come to fruition. (See attached minutes)
<p><u>Powers of the Receiver</u> 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.</p>	



Status (R/Y/G)	Analysis/Report Out								
Green	<p>In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:</p> <ul style="list-style-type: none"> • Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools; • Developed a Theory of Action/Action Plan for Receivership schools; • Revised the RCSD’s placement practices in Receivership schools; • Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan. • Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student; • Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school; • Provided regular visits to schools and engage in regular classroom and school walkthroughs • Engaged in data deep dive conversations with principals and leadership teams to develop critical data-driven dialogue among principals, teachers and stakeholders • Offered additional supports as needed at each school based on needs; • Established and engaged in RCSD leadership team walkthroughs; • Established continuation of the collective bargaining agreement with the Rochester's Teachers association. The agreement includes an election to work agreement that will continue at each school based on their needs. 								
Green	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; background-color: #90ee90;">Green</td> <td style="width: 25%;">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>.</td> <td style="width: 25%; background-color: #ffff00;">Yellow</td> <td style="width: 25%;">Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td> </tr> <tr> <td style="background-color: #ff0000;">Red</td> <td></td> <td></td> <td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td> </tr> </table>	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.
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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.



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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	Green	School 9 was in the first phase of the District’s Digital Transformation. Last year, School 9 began 1:1 Chromebook assignment in grades 2-6. Please note, the District is still awaiting SmartBond funding.		
2.	Use of technology in the classroom	Green	All classroom teachers incorporate technology into instruction to meet the diverse needs of their students. The PD for technology has taken off at School 9, where a teacher leader supports staff with regular PD, job-embedded and Friday Open Lab structure.		
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	Yellow	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. 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.
Please see attached updated budget narrative which incorporates the two amendments drawing down carryover and extending the PSSG through year end. The District has recently worked very closely with School 9 and with SED’s Office of School Innovation and Reform to make a series of adjustments such as converting additional teaching positions into long-term substitutes, securing	Light Green	The District is grateful for the extension of the PSSG funds through the end of year, which allow us to extend all staff and secure additional intervention staff and resources. Expenditures are on-track conceptually, although given the logistics of the very recently submitted amendment #2, there is internal work to do to ensure timely spenddown. The timing of award caused a slight lapse in service for the online programs for students, but overall, all parties have collaborated to make the extension



subscriptions for online tools, and securing additional intervention, professional learning and materials to support for the rest of the year.		and carryover as seamless as possible for School 9.
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Part VI: *Best Practices (Optional)*

<u><i>Best Practices</i></u> 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.	QAR Strategy	The school leader finds the Question Answer Relationship Strategy beneficial as a reading strategy and is working with staff to utilize it consistently in all content areas. The results in second semester in comprehension and writing will help to assess its impact.
2.	Use of Technology	School 9 was pleased to be invited to present at the fall Receivership Best Practices conference, and continues to hold this as a strength. Making the shift to 1:1 technology has helped shift the way instruction is accomplished, making it more personalized and engaging. ALEKS, MyOn and Google Classrooms enable real-time progress monitoring, and embedded formative assessment. School 9 also uses Google Classrooms to support staff collegial work.



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 Beane-Williams
Signature of Receiver: [Handwritten Signature]
Date: 2/17/17

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): Sharon E. Jackson
Signature of CET Representative: [Handwritten Signature]
Date: Feb. 10, 2017

Maria L. Ortiz-Viera
[Handwritten Signature]