

Receivership Schools ONLY

Quarterly Report #2: *October 31, 2016 to January 30, 2017*

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: X SIG		SCEP	
				Cohort: 7 Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Lisa Whitlow	Elizabeth Mascitti-Miller, Chief of Intensive Supports & Innovation		Pre-K - 6	7%*	16.5%*	545*
	Appointment Date: August 2015	Michele Alberti-White, Executive Director of School Innovation			*Source: Internal SPA through 1/16/17	*Source: Internal SPA through 1/16/17	*Source: Internal SPA through 1/16/17

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.



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School 41 is investing efforts on building the instructional capacity of the 29 new teachers, at the same time it strives to stabilize and transform culture into a trauma-responsive school. This quarter has been a challenging one, and although there are signs of improved practice, all are aware that this third quarter will require critical adjustments to achieve the metrics.

Schoolwide, 40% of students met their individual growth targets on the Winter NWEA. While too few achieved the grade level norm, the school is working both to improve core instruction and to deliver a true Response to Intervention system. The school invests heavily in daily embedded professional development aimed at supporting new teachers in unpacking standards, analyzing and responding to student assessment data and planning for guided reading. For the first time, 100% of classroom teachers are administering common formative assessments and collaboratively analyzing the data to shape lesson design. Support from the District's Math department, and the addition of a full-time math coach have been instrumental in strengthening math instruction. In addition to working on capacity for solid first teaching, the four intervention teachers have been delivering tier 2 and 3 interventions since early fall benchmarking. After this Winter NWEA data, the instructional team is working to adjust the interventions to be even more aligned to the Receivership metrics. Another midyear adjustment includes the securing of substantial new resources to enable teachers to implement guided reading.

School 41 is working hard to shift the school to a more restorative, trauma-informed approach to behavior and discipline. The work with the International Institute of Restorative Practices began in earnest this quarter, and the usage of the Help Zone demonstrates a less punitive approach. However, the level of social-emotional needs coupled with so many new teachers who are struggling with classroom management is causing school leadership to reflect and adjust the systems of response. Additionally an after-school series focused on classroom management strategies launched in February, enabled by the recent PSSG amendment. Discipline data remains an improvement over prior year; however, all parties agree that adjustments are required to better serve students. This situation has been exacerbated by the resignation of five new teachers. Despite the challenging quarter, there are positive developments: a sense of comradery is now felt, the Community Engagement Team is actively supportive, SBPT works well to collectively problem solve, the Outside Educational Expert on the DTSDE Review noted marked improvement, and the Commissioner of Education was supportive in her recent visit.



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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

<u>LEVEL 1 Indicators</u>					
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			AYP		Please see discussions below.
School Safety	Green for metric + yellow for climate = light green	13	<6, or 15% reduction = 11	Disciplinary data from VADIR Referral and suspension data.	School 41 has recorded 2 serious incidents to date, and is on-track to achieve this metric. Furthermore, the work to stabilize and rebuild school climate through a restorative trauma-informed framework has been a priority. As evidence of impact, the school has reduced suspensions by 75% over this time last year. To date, 26 students have suspended 30 times; at this point last year, the school had recorded 117 suspensions; see charts below. As importantly, students have access to more social emotional supports through the newly established Cheetah Help Zone and other mental health supports. While this metric is likely to be met, the school notes concerns about climate and is working to adjust and respond.

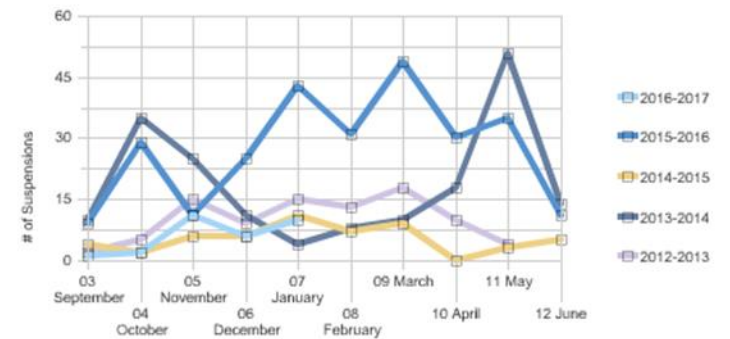


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Incidents / Suspensions by Campus

School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2016-2017	67	29	1	0	29	1	30	79
2015-2016	747	265	8	138	127	8	273	714
2014-2015	359	48	5	6	46	1	53	0
2013-2014	403	183	3	183	0	3	186	0

Suspensions by Month



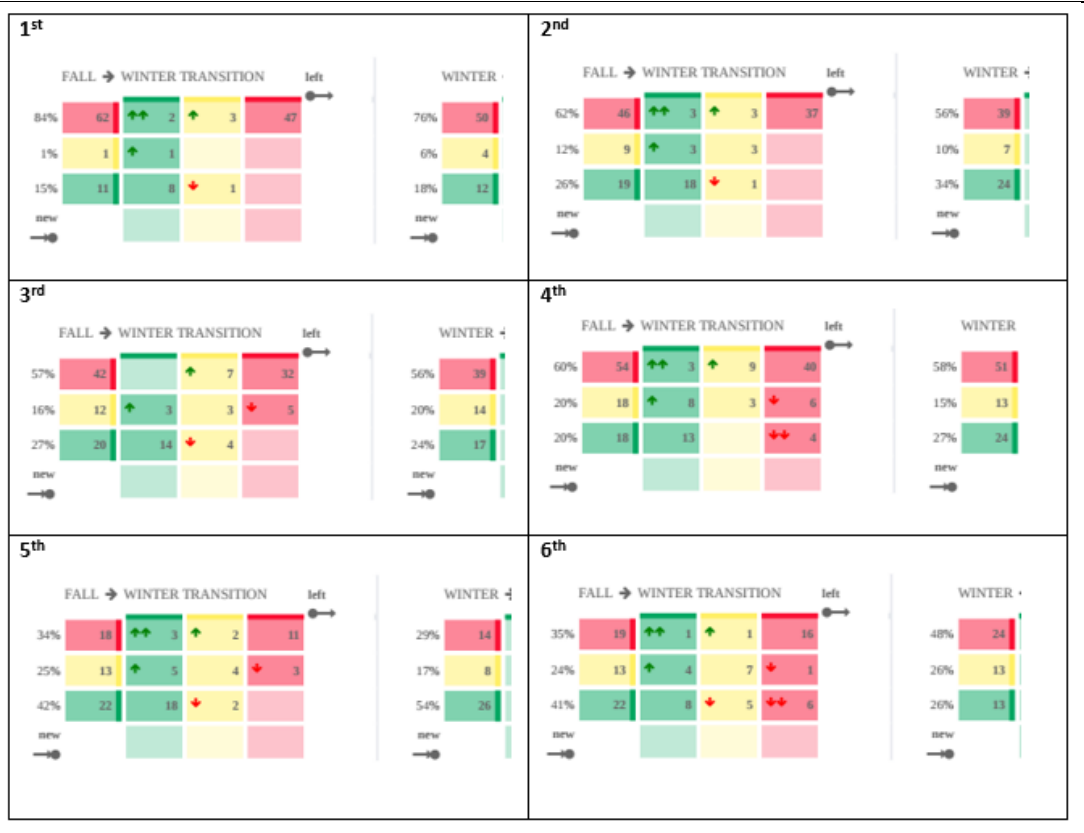


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3-8 ELA All Students Level 2 & above	Red	23%	42%, or +3%age points = 26%	NWEA-MAP Aims Web	<p>The Winter NWEA data is the best proxy measure available at this point in the year. At the time of writing, the testing window is almost complete, and 40% of School 41’s students met their projected growth targets. Sixteen percent (16%) of students met the national norm.</p> <p>This year, the entire school conducts progress monitoring using AimsWebPlus, an improved practice from last year. The tier transition charts on the following page show that five of six grade levels are progressing students out of Tier 3 (red), albeit not at the rates necessary.</p> <p>Currently, progress monitoring occurs every other week; this will be increased to weekly for Tier 3 for second semester. After winter benchmarking the instructional leadership team is making the following adjustments: increasing Tier 2 intervention, using new PSSG funds, and launching LLI with Tier 3 students. The immediate focus will be shifting as many additional resources for intervention to students who will directly affect this metric.</p>	<div style="text-align: center;"> <p>Reading NWEA Fall to Winter: Percent of Students Reaching National Norm and Individual Growth Targets</p> <p><i>Note: Kindergarten does not take Fall NWEA.</i></p> <table border="1" style="margin: 10px auto;"> <caption>Reading NWEA Fall to Winter: Percent of Students Reaching National Norm and Individual Growth Targets</caption> <thead> <tr> <th>Grade</th> <th>% National Norm</th> <th>% Making Growth Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>15%</td> <td>0%</td> </tr> <tr> <td>Grade 1</td> <td>10%</td> <td>22%</td> </tr> <tr> <td>Grade 2</td> <td>22%</td> <td>52%</td> </tr> <tr> <td>Grade 3</td> <td>18%</td> <td>65%</td> </tr> <tr> <td>Grade 4</td> <td>12%</td> <td>38%</td> </tr> <tr> <td>Grade 5</td> <td>18%</td> <td>22%</td> </tr> <tr> <td>Grade 6</td> <td>15%</td> <td>38%</td> </tr> <tr> <td>Totals</td> <td>16%</td> <td>40%</td> </tr> </tbody> </table> </div>	Grade	% National Norm	% Making Growth Target	K	15%	0%	Grade 1	10%	22%	Grade 2	22%	52%	Grade 3	18%	65%	Grade 4	12%	38%	Grade 5	18%	22%	Grade 6	15%	38%	Totals	16%	40%
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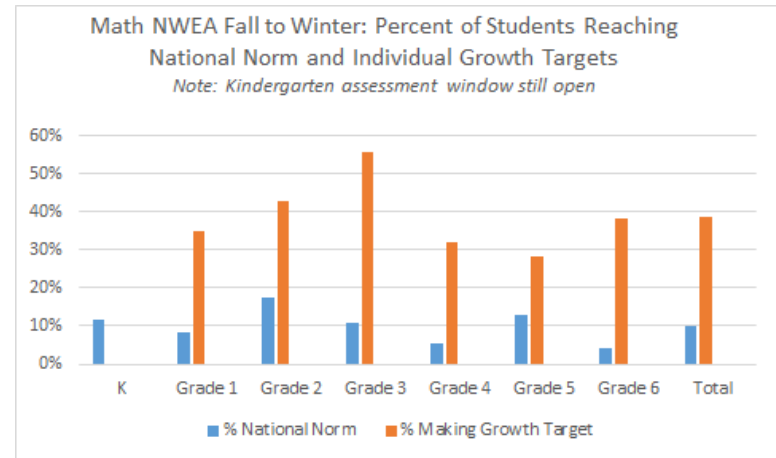


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<p>3-8 Math All Students Level 2 and above</p>	<p>Red</p>	<p>29%</p>	<p>41% or +3%age points = 32%</p>	<p>NWEA-MAP Aims Web</p>	<p>Forty percent (40%) of students schoolwide made their growth targets, and 10% achieved the national norm for their grade level. The projected proficiency rates for NYS exams will be available later in February, and that estimate will be included in the next quarter’s report.</p> <p>This year, School 41 has achieved a change in teacher practice such that all teachers in 3-6 are administering and collaboratively analyzing the District-provided common formative assessments in math. The math coach, a new full-time position this year, works with teachers to track progress on key standards from pre-assessment through each common formative assessment (see artifacts). This practice is resulting in teachers deepening understanding of the standards and in student growth on the focused standards. The coach also supports teachers in planning differentiated centers to move toward proficiency on the focus standards. In response to this data, and utilizing new funds, School 41 has made the following midyear adjustments aimed at this metric:</p> <ul style="list-style-type: none"> • Offering a targeted Math Push Camp for up to 100 students, using students
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					<p>identified by cross-referencing NYS, NWEA and 85% attendance calling students;</p> <ul style="list-style-type: none"> Increasing use of Zern, an online personalized learning tool, ZERN; Introducing a Problem of the Week math challenge for 6th graders; Refining the master schedule to increase time for math instruction and adjust the time of day to be more effective for students; Adding an additional hour / week of math intervention for students, using additional hourly pay for each intervention teacher to stay during the longer day.
3-8 ELA All Students MGP	n/a	47.46	50.72, or +1%	Relative measure; cannot assess	Please see discussion of other metrics or the strategy section for details on how School 41 is working to promote student growth. This metric cannot be assessed or predicted beyond what is discussed.
3-8 Math All Students MGP	n/a	49.01	51.17, or +1%	Relative measure; cannot assess	Please see discussion of other metrics or the strategy section for details on how School 41 is working to promote student growth. This metric cannot be assessed or predicted beyond what is discussed.

<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?



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3-8 ELA ED Students Level 2 and above	Red	21%	39%, or +3%age points = 24%	NWEA	Proficiency projections by student subgroup will be available later in February, and will be included in the subsequent round of reporting. Because the school serves approximately 87% Economically Disadvantaged students, the data above can be used as a proxy in the meantime.
3-8 Math Black Students Level 2 and above	Red	28%	34%, or +3%age points = 31%	NWEA	Proficiency projections by student subgroup will be available later in February, and will be included in the subsequent round of reporting.
3-8 Math ED Students Level 2 and above	Red	27%	37%, or +3%age points = 30%	NWEA	Proficiency projections by student subgroup will be available later in February, and will be included in the subsequent round of reporting. Because the school serves approximately 87% Economically Disadvantaged students, the data above can be used as a proxy in the meantime.
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. This framework has been incorporated into District internal review processes and is aligned to SED's rubric.	<p>School 41 will meet the expectations in the rubric this year. The school continues to run from 9-4:30, utilizing teaching staff and partners to provide increased academic intervention, social emotional supports and enrichment. The school continues to collaborate with the two main partners to adjust such that students are receiving the most effective supports.</p> <p>In second semester, the school is adding additional math interventions to its schedule. Also, School 41 is inviting students to a Math Push Camp over February Break, where a targeted group of students will focus deeply on key standards in the math curriculum.</p>



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Chronic Absenteeism	Green	NA	rubric	<p>Monitor chronic absence</p>	<p>School 41 will meet the requirements of the rubric for this metric. School 41's Average Daily Attendance is 90.6%, which is a slight increase over last year. School 41 monitors the chronically absent student list weekly and perhaps more importantly, bi-weekly in grade level teams to help strengthen the first line of teacher outreach. The charts below show that 26% of K-6 students are chronically absent; that rises to 33% when PreK is included.</p> <p>School 41 has just reorganized its approach to attendance monitoring and outreach. Starting in January, the parent liaison is assigned a number of weekly home visits. These visits are assigned based on weekly attendance meetings with an AP, District Director of Attendance, and the Parent Liaison. The school is participating in an incentive from 2/6 - 4/28. The school celebrates the grade level with best attendance, and has launched incentives and promotions.</p> <div data-bbox="1444 427 1976 740"> <table border="1"> <caption>Chronic Absence K-6 through 1/25/17</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% Satisfactory (absent <5%)</td> <td>45.0%</td> </tr> <tr> <td>% At-Risk (absent 5-9.99%)</td> <td>27.7%</td> </tr> <tr> <td>% Chronic (Absent 10-19.99%)</td> <td>16.3%</td> </tr> <tr> <td>% Severe (Absent >20%)</td> <td>9.6%</td> </tr> <tr> <td>Total Chronically Absent</td> <td>26%</td> </tr> </tbody> </table> </div> <div data-bbox="1444 764 1976 1078"> <table border="1"> <caption>Chronic Absence through 1/25/17 including PreK</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% Satisfactory (absent <5%),</td> <td>40%</td> </tr> <tr> <td>% At-Risk (absent 5-9.99%),</td> <td>28%</td> </tr> <tr> <td>Chronic (Absent 10-19.99%),</td> <td>21%</td> </tr> <tr> <td>Severe (Absent >20%),</td> <td>12%</td> </tr> <tr> <td>Total Chronically Absent</td> <td>33%</td> </tr> </tbody> </table> </div>	Category	Percentage	% Satisfactory (absent <5%)	45.0%	% At-Risk (absent 5-9.99%)	27.7%	% Chronic (Absent 10-19.99%)	16.3%	% Severe (Absent >20%)	9.6%	Total Chronically Absent	26%	Category	Percentage	% Satisfactory (absent <5%),	40%	% At-Risk (absent 5-9.99%),	28%	Chronic (Absent 10-19.99%),	21%	Severe (Absent >20%),	12%	Total Chronically Absent	33%
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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 <u>with impact</u> .	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 <u>not described above</u> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. Institute a balanced literacy framework, inclusive of intervention	Yellow	School 41 continues to make strides toward having a comprehensive literacy framework, including a system of Response to Intervention, in place. This is a building year as the school supports 29 new teachers by facilitating daily embedded professional development, securing classroom materials, monitoring professional expectations, and building school climate. Thus far, the largest observable difference is that centers are being planned and used with fidelity in 50% of classrooms. The school has recently identified and taken steps to make the following adjustments: <ul style="list-style-type: none"> ● In order to provide a more prescriptive guided reading approach, the District recently secured funding to purchase guided reading materials with guided reading lesson plans for all classrooms. This will address differentiation and explicit standards and skills-based lesson planning. ● The first full week of February, the Data Coach will lead teachers through a protocol to look at student-by-student, standard-by-standard progress. This analysis will integrate NWEA and the common formative assessments and then lead teachers to some very specific actions, using the <u>Common Core Companion: The Standards Decoded, Grades 3-5</u>. Work with higher-order question stems, aligned to each standard, will also be used to aid in planning.



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			<p><u>Objective 1.1:</u> 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.</p> <p><u>Progress update:</u> The work done in Quarter 1 has been complemented by a focus on deepening the understanding of power standards, and launching the use of the common formative assessments. Professional learning to plan for centers and guided reading has also continued.</p> <p><u>Objective 1.2:</u> 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.</p> <p><u>Progress update:</u> School 41's Data Coach manages the RTI system. The school maintains a shared drive that houses academic intervention plans for each student, as well as the documents that the grade level uses to re-group students in 30 day cycles. Currently, 54% of students fall into Tier 3, 16% into Tier 2. Intervention is provided during daily Walk to Intervention period, during which the four intervention teachers support the classroom teachers to deliver the small-group academic intervention time.</p> <p><u>Objective 1.3:</u> 100% of grades 3-6 classrooms will administer and collaboratively review the District common formative assessments.</p> <p><u>Progress update:</u> All teachers in grades 3-6 administered and collaboratively scored the District-provided common assessments in ELA and Mathematics; this represents improved practice over last year. Gaps and challenges are noted in daily Data Meetings, where teachers work to review the data collaboratively and make plans to use the data to inform instructional planning and interventions.</p> <p><u>Objective 1.5:</u> 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.</p> <p><u>Progress Update:</u> School-developed prompts addressing Standard 2 (Explanatory) were given first semester, and teachers utilized a Looking at Student Work protocol to analyze. Artifact XX demonstrates the schoolwide trends in student strength and needs. In response, School 41 has begun a more explicit focus on writing instruction for the beginning of the second semester.</p> <p><u>Objective 1.6:</u> Provide 60-120 minutes of weekly teacher collaboration time at each grade level, focused on data and on planning rigorous</p>
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			<p><i>differentiated lessons utilizing higher ordered questions and integrating a walk through tool used by administrators.</i></p> <p>Progress Update: All Teachers (K-6) participate in 170 minutes of teacher collaboration time each week, which has consistently supported understanding the standards, utilizing a variety of assessments and differentiated planning. The walkthrough tool used in first semester focused on Danielson’s Domain 2 and 3. However, the administrative team realized it was not targeted enough to provide specific guidance for the number of new teachers, so it has revamped the tool. The most recent focus was on lesson planning, where the team identified areas of need.</p>
2.	Expanded Learning	Green for rubric, yellow for implementation = light green	<p>The school continues to implement expanded learning according to student needs. The plan was based in the elements of the National Center for Time & Learning’s research-based framework. Progress toward specific objectives in the SIG is reported below:</p> <p><u><i>Objective 2.1:</i></u> <i>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> <p>Based on curriculum pacing, School 41 has administered three rounds of the District’s common formative assessments. As each grade level’s data is scanned into eDoctrina, the data is assessed to set individual growth targets for priority standards.</p> <p><u><i>Objective 2.2:</i></u> <i>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> <p>School 41 began the year by lengthening the math block and working with grade levels to use formative assessment to differentiate math instruction. In addition, beginning in this last week of January, the school has added one hour a day to each intervention teacher’s schedule, allowing them to provide additional pull-out math support to students identified.</p>
3.	Establish a positive culture, anchored in restorative practices and trauma-	Yellow	<p>As noted in Quarter 1’s report, School 41 has established a more positive culture and climate this year. Structures such as daily Morning Meeting, supports such as the Help Zone and the newly launching engagement with SaferSanerSchool all complement the work the school has done to shift away from a punitive and exclusionary response to misbehavior. The reductions in out-of-class referrals and the dramatic drop in suspensions, which are down by 75% compared to this time last year, are evidence of these efforts. The school is responding differently; it has also increased access to social-emotional</p>



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responsiveness		<p>and mental health supports, and has a robust system for problem solving and progress monitoring students who are struggling. While the school is serving students better this year than in the past, and while the numbers still reflect less lost instructional time for behavior, the school climate has taken a dip this past quarter.</p> <p>The school leadership team is responding in a few ways. First, there is a month-long professional development series on classroom management being offered in February. Second, the school provided time and materials for teachers to “refresh” their classrooms on a recent Saturday. Third, the school continues to problem solve on a small number of students with intense needs, and also to address a few staffing challenges involving teachers who have left midyear. Fourth, as soon as the resources can be arranged, the school is taking steps to open an in-school suspension room, which will help to triage student management and re-set behavior expectations. Overall, the school leadership team works to model the new mission, “<i>We work hard to reflect, restore, repair and learn EVERYDAY!</i>”</p> <p>The school is on-track to meet most of the Year 1 objectives in the SIG.</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> <p><u>Progress Update:</u> The expectation remains that all teachers are conducting daily morning circles, and the school leadership team has reassigned staff to support rooms that need it. The Teacher on Assignment for Restorative Practices is working to provide supports and coaching. Given that this is the first year, it is not yet a natural practice for all teachers, meaning that there is a range of implementation.</p> <p><u>Objective 3.2:</u> Utilize Help Zone, with clear processes including data collection.</p> <p><u>Progress Update:</u> The Help Zone continues to meet a need, helping students quickly recover, reflect and return to instruction more quickly; it has logged 1,501 visits year-to-date. After declining totals in November and December, the January total of 351 visits is an increase. The school is responding by changing the flow chart for accessing. The school is introducing a new decision-making protocol that will engage teacher stakeholders in re-designing a new referral process so that the Help Zone can be effective and to guard against overuse.</p>
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			<p><u>Objective 3.3 – 3.5:</u> <i>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.</i></p> <p><u>Progress Update:</u> SaferSanerSchools has conducted two full-staff sessions and helped to organize a restorative leadership team at the school, which includes administration and teacher leaders. This quarter, the team began working with the coach assigned from SaferSanerSchools to organize the staff into professional learning groups and deliver monthly professional development. This is the mechanism through which all staff will build common understandings and language around restorative practices. These groups will begin meeting in February.</p> <p><u>Objective 3.6:</u> <i>Increase the school’s understanding of trauma and select two trauma-responsive strategies to try; work with CCSI to develop feedback and evaluation.</i></p> <p><u>Progress Update:</u> The 5-week collegial professional development is just ending, and evaluations show that teachers are expanding their understanding of trauma and its impact on learning, and are learning new strategies to apply in the classrooms. Administrators are observing several veteran teachers make real shifts in their interactions and in the way they structure classrooms to be responsive.</p> <p><u>Objective 3.7:</u> <i>Increase number of referred families taking advantage of mental health services.</i></p> <p><u>Progress Update:</u> The partnership that the principal worked to establish last year with Genesee Mental Health Services is becoming more firmly established this year. The partner sits on the Community Engagement Team and has recently expanded to bringing a mental health provider to the school two days a week. At this point, there are 11 students who have started counseling onsite, during the school day, 6 new referrals, and four families who scheduled but then missed an intake visit.</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) 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 team is very engaged and supportive of the work to rebuild School 41, and especially of the approach to promote students’ social-emotional wellbeing. The team includes a member of City Council and staff from the County Department of Human Services, and University of Rochester’s School of Education among other mental health agencies. One parent representative does attend and the other is on maternity leave. The team continues to find ways to integrate their supports into the school functioning.</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>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.



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	<ul style="list-style-type: none"> • 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	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#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.		
1.	Current status of the District Technology Plan pertinent to this school	Yellow	<p>Presently, the school has four Chromebook carts in Grades 3-6. Grades K-2 have iPads and desktop computers inside of classrooms. With the pending technology grant, 1:3 technology (Chromebooks) will be expanded to 1:2 and K-2 will be increasing iPads from 4 to 6 along with 4 Desktop Chromeboxes (10 devices).</p> <p>The first “phase” of professional development to support the pending deployment of equipment, titled “Google: Ready, Set, Go,” became available District-wide in December.</p>		
2.	Use of technology in the classroom	Yellow	<p>As stated above, Chromebooks, Laptops, Desktops and iPads are accessible throughout the building. SMARTBoards are utilized in every classroom along with Document Cameras in some classrooms. Instructional software is used as an intervention tool in small groups and whole class instruction. Staff is continuing to use adaptive instructional software, such as Lexia, so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities. The K-2 teachers will begin to use Dreambox in the coming week. Dreambox adapts to meet students’ math needs at the right level—with personalized instruction that promotes student decision making and strategy development.</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 V – Budget

<u>Budget Analysis</u>		
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#3.
TOA - Restorative Practices	Green	The teacher has been in place all year and is conducting the work outlined in the plan. The yellow color is because the District will retroactively code the first quarter of her salary, which was not charged to SIG because the award date was after school began.
2.0 Intervention Teacher	Green	Both teachers are in place delivering intervention. The same recoding of the first quarter’s salary is required to ensure expenditure. Furthermore, an amendment will be forthcoming to adjust for actual salaries.
Hourly pay for PD, focused on Guided Reading, restorative practices, and trauma. These hours are approximately split between the social-emotional learning and the guided reading / instructional PD.	Yellow	This money is just beginning to be spent in second semester, with a focus on classroom management, and restorative practices. An amendment will be forthcoming to shift a portion of these funds into hourly pay for instruction so that more of the expanded day can be taught by teachers for intervention.
Contracted services (Center for Youth, Safer Safer Schools, Outside Educational Expert for DTSDE Review, Guided Reading TBD, and District setaside)	Green	Contracted services are all being encumbered appropriately and there is no need for an adjustment at this point. Discussions about next year will begin shortly.
Instructional supplies	Yellow	The school plans to spend these shortly, in response to midyear adjustments.



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.	RTI and AIS Plans	The use of the Data Coach to provide intense job-embedded support to teachers in analyzing student progress monitoring data to identify discrete goals and write academic intervention plans to address them.
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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: 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): William Pearson
Signature of CET Representative: [Handwritten Signature]
Date: 2.14.17