

## Receivership Schools ONLY

### Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.rcsdk12.org/Page/41659">http://www.rcsdk12.org/Page/41659</a> and/or <a href="http://www.rcsdk12.org/Page/43322">http://www.rcsdk12.org/Page/43322</a>			
Kodak Park School #41	261600010014	Rochester City School District		Check which plan below applies:			
				SIG X			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	7.4% <i>Internal SPA data, 5/7/17</i>	17.4% <i>Internal SPA data, 5/7/17</i>	516 <i>Internal SPA data, 5/7/17</i>
	Appointment Date: August 2015	Michele Alberti-White, Executive Director of School Innovation					
		Kirstin Pryor, 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.

This reporting period has seen focused efforts on supporting students in ever-more targeted ways at School 41. Student discipline trends are improving, with the number of out-of-class referrals declining in the past three months. The school has been able to increase the frequency of additional academic interventions, including push-in, pull-out and break week opportunities. After a year spent with a predominant emphasis on balanced literacy and reading intervention, the emphasis shifted to math interventions in recent months. The school continues to develop



teacher capacity for instruction and intervention, and to fully equip teachers with the required texts, resources and materials to do this work. The common formative assessment data for selected priority standards in both math and ELA are very promising. Not only did 100% of teachers administer and participate in analysis cycles, but all grade levels showed substantial growth, moving students out of the lowest score band and increasing the percent of items correct.

The work with the International Institute for Restorative Practices’s SaferSanerSchool model has accelerated this period, with onsite coaching and the launch of the staff Professional Learning Groups. All staff are participating in the monthly professional learning community to support each other in learning and implementing restorative practices. This, coupled with the professional development on classroom management, is helping with the continual strengthening of climate. School 41 continues to face high levels of social-emotional need and continues to refine its systems of tiered responses. This Continuation Plan reflects work to strengthen the multi-tiered system of support.

At this point, School 41 is confident about three indicators, and cautiously hopeful about some of the NYS-testing based indicators. However, all parties acknowledge that while the school has rebuilt a foundation, progress takes time, and thus, meeting progress targets is uncertain. At this point, testing is completed and the school is celebrating that approximately three-quarters of the teaching staff is committing to returning to School 41 next year. This speaks to the growing collective belief in the strategies that are in place, and the progress that has been made. It also is a testament to the resilience that has been fostered in the large number of new teachers, and positions the school well for a busy summer of professional development, also a focus of this Continuation Plan.

According to the approved transformation plan, School 41 was charged with rebuilding the foundation by executing on three main strategies:

- Develop a positive school culture, anchored in restorative practices and a trauma-responsive approach.
- Establish a strong balanced literacy framework and response to intervention system.
- Implement expanded day with fidelity, including more teacher collaboration, data-driven instruction and intervention, and quality enrichment.

Starting the year with 30 new teachers, these strategies all required major shifts in practice. This year the school has built the pre-requisite structures to build teacher capacity, and the 17-18 Continuation Plan articulates the next steps required to further strengthen implementation.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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.

**Please note** - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the “2017-18 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and



Receivership Quarterly Report and Continuation Plan – 3<sup>rd</sup> Quarter  
January 31, 2017-April 28, 2017  
(As required under Section 211(f) of NYS Ed. Law)

must have input from community engagement teams.



**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. **2017-18 Continuation Plan** sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

<b><u>LEVEL 1 Indicators</u></b> 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	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
Make yearly progress		Make AYP		No	Please see discussions below. In addition, the school held proactive information sessions for parents about NYS testing.		The school had far fewer test refusals than last year (33 down to 10). Other aspects of AYP are discussed below.	Please see discussions below, as this is a cumulative measure of school improvement.



School Safety	13	<6, or 15% reduction = 11		Yes	<p>One of the main SIG strategies is to establish a more positive school climate, through a restorative approach and through the creation of tiered responses. As explained in previous reports, the investment in the Help Zone and in the year one learning about restorative practices is building a foundation for teachers, and providing a level of direct service to students. Adjustments in this quarter including:</p> <ul style="list-style-type: none"><li>• PD for classroom management for 17 teachers.</li><li>• Launching the Professional Learning Groups (PLGs) which is part of the workplan for SaferSanerSchools. The full staff is broken into small groups which meet at least monthly to build community and support each other in learning about and applying restorative practices. Thus far, the groups have meet 2-3 times and the response is positive.</li><li>• Creation of and training on new electronic referral system, which is aiding in communication and identification of trends.</li></ul>	<p>Electronic referral data</p> <p>suspension data</p>	<p>School 41 continues to improve social-emotional supports and student management. As a result, the number of serious incidents remains lower than at this point last year.</p> <p><b>With 1 incident, the school will meet this metric.</b></p> <p>Suspensions are down by 49% over this time last year (117 through April 31st, vs. 237 through April 15-16SY). Incidents are on track to be reduced by almost 80% of prior year totals.</p> <p>Furthermore, the recent trend is encouraging: falling from 42 suspensions in February to 9 in March, and 10 in April.</p> <p>The newly developed online referral system began being used in March.</p> <p>At the same time, School 41 realizes that behavior and student social-emotional needs are still high and an area of concern.</p>	<p>One of the main strategies outlined in School 41's SIG is to rebuild school climate through an emphasis on restorative, trauma-responsive systems of support. Given the strides made toward this, and the improvements in discipline data, the school will continue on this path. At the same time, the school continues to identify student behaviors and social-emotional needs as a key priority/area of need, and plans to make the following improvements to strengthen a tiered system of supports:</p> <p><b><u>Strengthening the proactive, universal Tier 1</u></b></p> <ul style="list-style-type: none"><li>• Continue with the International Institute for Restorative Practice's SaferSanerSchools workplan, which is currently in development. Onsite coaching is building capacity with the restorative leadership team; working to build positive affective relationships between and among adults and students; and create collegial learning and support groups. This team is working to infuse the restorative and trauma-responsive lens into all aspects of school climate.</li><li>• Support teachers in implementing Morning Circle successfully and building the check-in process into content areas/schedule throughout the day.</li><li>• Launch use of the Second Step curriculum as a universal tier one offering, and providing PD this summer to support.</li><li>• Provide summer PD on classroom management and creating a common</li></ul>
---------------	----	---------------------------	--	-----	---	--	---	--



							<p>language with anchor charts/resources so that rituals and routines are more consistent across the school, and integrate a few consistent trauma-informed strategies. This PD is a direct continuation of the work begun this year with the significant number of first-year teachers.</p> <p><b><u>Refining Tier 2 responses to behavior</u></b></p> <ul style="list-style-type: none"><li>● Supply each classroom with materials for a “Calming Corner”, along with printed posters for the uniform protocol/expectations. The idea is to integrate the strategies of recovering and reflecting into the classroom management plan.</li><li>● Continue with new electronic referral form, which teachers like, and which assists with identification of trends, as well as communication.</li><li>● Restructure the flow for students to access the Help Zone, including teachers in the refinement process.</li><li>● Provide interventions for small groups or individuals utilizing check-in /check-out forms, self-monitoring, behavior contracts/charts, small group social skills training or SEL supports.</li></ul> <p><b><u>Tier 3 response to behavior</u></b></p> <ul style="list-style-type: none"><li>● Provide Tier 3 Intensive interventions to individual students who need Functional Behavior Assessments &amp;/or Behavior Intervention Plans, use in school counseling or refer to outside agency.</li><li>● Investigate a research-based system to</li></ul>
--	--	--	--	--	--	--	---



								<p>measure progress with SEL or behavior interventions.</p> <ul style="list-style-type: none"><li>• Create a decision tree for Multi-tiered system of support for SEL or behavior interventions.</li><li>• Refine the service delivery plan for the Center for Youth staff. The plan is to hire two people, one who will run the Help Zone and the other who will function more as a behavior specialist and provide a case management approach.</li><li>• Continue to work with SaferSanerSchool's onsite coach to enhance the school's ability to plan and organize for effective conferencing to repair harm.</li><li>• Refine the role of the Intervention/Prevention teacher focused on restorative practices to focus more deeply on the repairing harm conferencing.</li></ul> <p>Many of the partners on the Community Engagement Team bring expertise and in-kind services to the school, largely in the area of mental health services. These will continue to be refined and integrated into the tiered system.</p>
3-8 ELA All Students Level 2 & above	23%	42%, or +3%age points = 26%		Not with certainty	<p>In this quarter, School 41 continued to refine and implement the strategies outlined in the SIG. Specific actions are highlighted here:</p> <p><b>Balanced Literacy</b></p> <ul style="list-style-type: none"><li>• Data Coach reviewed pacing with all grade levels, and this quarter focused on comprehension</li></ul>	<p>NWEA winter data was analyzed, used for grouping and for RTI.</p> <p>Aims Web is being used for progress monitoring at the individual student</p>	<p>Utilizing the fall and winter NWEA projections, 26% of students are projected to score at a Level 2 and above. This is exactly the progress target.</p> <p>Cycles of common formative assessment data</p>	<p>Moving into next year, the school plans to further bolster the foundation of balanced literacy that was built this year. Specific refinements include:</p> <ul style="list-style-type: none"><li>• Continue to deepen teachers' capacity to deliver a balanced literacy framework. This includes developing their understanding of the standards and the components of guided reading in particular, becoming more adept at planning with the recently purchased</li></ul>



				<p>standards and writing short responses</p> <ul style="list-style-type: none"><li>• Data driven discussions:<ul style="list-style-type: none"><li>○ Analyzed Winter Benchmark NWEA results to group and determine focus areas for guided reading</li><li>○ Analyzed Common Formative Assessment #3 grades 3-6 data on reading standards RL1(main idea and supporting details) and RI1 ( ask and answer questions and supply ley details from informational text) in preparation for the NYS ELA</li><li>○ Utilized NYS ELA released questions and exemplars with students to discuss and apply rubric/standard demands</li></ul></li></ul> <p><b><u>Response to Intervention</u></b></p> <ul style="list-style-type: none"><li>• ELA Walk to Intervention for Cycle #2 and 3 used the “ready to move” list to group students, such that intervention teachers switched to Tier B students for this cycle. Focused on decoding within connected text along with main idea and supporting details(see research based <i>Error Drill Correction Procedures and 7 Keys to Comprehension explanation in drive</i>)</li><li>• Classroom Teachers WTI also</li></ul>	<p>level.</p> <p>Common Formative Data (eDoctrina)</p> <p>Program and group specific intervention data.</p>	<p>in grades 3-6 have helped build teacher practice, and assessed growth on specific standards. Overall, from fall to spring CFA cycle, the share of students scoring a 0 (2 or 4 point rubric) shrunk substantially in all four grades. In addition, the share of students hitting the higher level on the rubric increased in grades 4-6. (See attachment)</p> <p>The new grouping of “ready to move” students in this quarter resulted in 20 students per grades 3-6 receiving additional intervention time, using the research-based strategies. (This is in addition to AIS.) Individual student data on pre-post assessments specific to the intervention program are available but do not aggregate effectively since they are so individualized.</p>	<p>Houghton-Mifflin Guided Reading sets. The recently purchased Fountas &amp; Pinnell professional texts will anchor this PD plan.</p> <ul style="list-style-type: none"><li>• Begin to use a research-based core reading program to secure Tier 1 instruction. Summer professional development will support all K-6 classroom teachers in familiarizing themselves with the components and new reading curricular materials.</li><li>• Introduce a focus on writing, using the Step Up to Writing/Voyager program and establishing a school-wide approach that will result in the full cycle of pre-post assessments and instruction for each genre.</li><li>• Utilize Speech Language Pathologists proactively in grades K-2 to provide language enrichment through the use of phonemic awareness, vocabulary building, phonics, and listening comprehension as prevention in K and intervention in grades 1-2. SLPs will continue to support teacher understanding of language development and its impact on reading development.</li><li>• Continue to refine the Response to Intervention system; details provided in a later section.</li><li>• The school and District will continue to find and refine ways to support its many new teachers in building their pedagogy. This will include the use of embedded professional learning and coaching as well as potentially forming a cohort of teacher leaders to work with an external facilitator, SYFR, to build a collegial network across Receivership</li></ul>
--	--	--	--	--	---	--	---





					focused on these 2 intervention strategies and utilized NYS ELA released passages to practice strategies and build stamina.				schools.																																	
3-8 Math All Students Level 2 and above	29%	41% or +3%age points = 32%	Red	No	<div>This quarter saw an increased focus on Math, shifting intervention resources and providing additional time for students. The “Ready to move” analysis was used to select students for focus; this analysis includes past NYS, NWEA and attendance. Examples of adjusted supports include:<ul style="list-style-type: none"><li>● Push-in support for math intervention;</li><li>● Increased targeted pull-out interventions;</li></ul></div> <table><tr><td><b>Pull out WTI time – 5 x 35 mins per week</b> <b>Focus: reading and comprehending word problems</b> <i>Assessment: ORF and Pre-post for comprehension</i></td><td><b>3:30-4:30 pull out - 1 x 60 mins for 11 weeks</b> <b>Focus: power standards</b> <i>Assessment: pre-post/</i></td></tr><tr><td>14 students</td><td>18 students</td></tr><tr><td>20 students</td><td>12 students</td></tr><tr><td>21 students</td><td>12 students</td></tr><tr><td>10 students</td><td>NA</td></tr></table> <ul style="list-style-type: none"><li>● Feb and April Break Camps</li></ul>	<b>Pull out WTI time – 5 x 35 mins per week</b> <b>Focus: reading and comprehending word problems</b> <i>Assessment: ORF and Pre-post for comprehension</i>	<b>3:30-4:30 pull out - 1 x 60 mins for 11 weeks</b> <b>Focus: power standards</b> <i>Assessment: pre-post/</i>	14 students	18 students	20 students	12 students	21 students	12 students	10 students	NA	<div>NWEA winter</div> <div>Common formative assessments</div> <div>Intervention-specific measures</div>	<div>Utilizing the fall and winter NWEA projections, 27% of students are projected to score at a Level 2 and above. This is below the target, and is also why we shifted so many resources to math intervention in this quarter.</div> <div>The work on core instruction and interventions appear to be paying off when looking at the progress on key standards, by grade level. The table below shows that students have made growth on mastery of key standards in each grade level, using the Common Formative Assessment data.</div> <table><tr><td></td><td></td><td colspan="2">% Correct</td></tr><tr><td>Grade</td><td>Standard</td><td>CFA pre</td><td>CFA Spring (3 or 4)</td></tr><tr><td>3</td><td>3.NF.1</td><td>31.58%</td><td>81.0%</td></tr><tr><td>4</td><td>4.NBT.5</td><td>22.35%</td><td>25%</td></tr><tr><td>5</td><td>5.NBT.6</td><td>39.36%</td><td>68.09%</td></tr><tr><td>6</td><td>6.EE.7</td><td>5.61%</td><td>51.92%</td></tr></table>			% Correct		Grade	Standard	CFA pre	CFA Spring (3 or 4)	3	3.NF.1	31.58%	81.0%	4	4.NBT.5	22.35%	25%	5	5.NBT.6	39.36%	68.09%	6	6.EE.7	5.61%	51.92%	<div>School 41 will continue to work in close partnership with the District Executive Director of Math to deepen teachers’ understanding of the key standards, the common formative assessments and performance indicators. In addition, School 41 will:</div> <ul style="list-style-type: none"><li>● Have additional academic intervention teachers next year, and will therefore be positioned to provide a more robust Walk to Intervention model for math as well as ELA. Starting this in the fall will significantly increase the amount of targeted intervention in math.</li><li>● Use the Online Teacher Toolbox which provides teachers access to instructional resources for grades K–6. Organized by standard, teachers can quickly find what they are looking for and differentiate instruction with their students who are performing below, on, and above grade level.</li><li>● Find a Math progress monitoring tool that aligns to standards and provides data about individual needs</li><li>● Refine its program by using Dreambox, an online program, in the primary grades K-3. This tool will allow for differentiated tier 1 instruction, as well as a link to intervention.</li></ul>
<b>Pull out WTI time – 5 x 35 mins per week</b> <b>Focus: reading and comprehending word problems</b> <i>Assessment: ORF and Pre-post for comprehension</i>	<b>3:30-4:30 pull out - 1 x 60 mins for 11 weeks</b> <b>Focus: power standards</b> <i>Assessment: pre-post/</i>																																									
14 students	18 students																																									
20 students	12 students																																									
21 students	12 students																																									
10 students	NA																																									
		% Correct																																								
Grade	Standard	CFA pre	CFA Spring (3 or 4)																																							
3	3.NF.1	31.58%	81.0%																																							
4	4.NBT.5	22.35%	25%																																							
5	5.NBT.6	39.36%	68.09%																																							
6	6.EE.7	5.61%	51.92%																																							



					which invited 100 students to focus on targeted standards at each grade level. Approximately 20 students participated consistently.			
3-8 ELA All Students MGP	47.46	50.72, or +1%		No	Please see discussions about interventions in other sections.	While not directly relevant, since this measure is about growth, the school notes that its RTI Problem Solving Team has closes 45 of 90 cases to date this year.	This is an annual State-provided measure, relative to other students in the State. Hence, projections are not available.	While the strategies outlined in previous sections apply here, the school will also put substantial continued efforts into strengthening the Response to Intervention systems. Specific adjustments next year will include: <ul style="list-style-type: none"> <li>Exploring the ability to pilot a new online progress monitoring system that is more user-friendly and inclusive of social-emotional data.</li> <li>Increasing the number of research-based intervention programs within the school.</li> </ul>
3-8 Math All Students MGP	49.01	51.17, or +1%		No	Please see discussions about interventions in other sections.	See discussions above.	This is an annual State-provided measure, relative to other students in the State. Hence, projections are not available.	Please see discussions about interventions in other sections.
<b>Green</b>	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> .				<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)LEVEL 2 Indicators

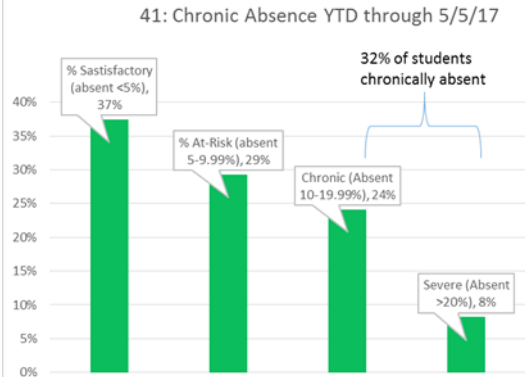
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
3-8 ELA ED Students Level 2 and above	21%	39%, or +3%age points = 24%	Yellow	Not with certainty	Given that School 41's student body is 89% Economically Disadvantaged, these are essentially schoolwide strategies, articulated in sections above.	The NWEA winter subgroup analysis, conducted internally, projects 20.4% of this subgroup to score Level 2 or above.	This is below the progress target, but was in January and therefore is within reach.	Given that School 41's student body is 89% Economically Disadvantaged, these are essentially schoolwide strategies, articulated in sections above.
3-8 Math Black Students Level 2 and above	28%	34%, or +3%age points = 31%	Red	No	See discussion of increased math interventions above, which have lowered the adult-student ratio and increased the frequency of interventions in this quarter.	The NWEA winter subgroup analysis projects 22.7% of this subgroup to score Level 2 and above.	This is below the progress target, but was in January, before the increase Math interventions began in occur.	As noted previously, School 41 will launch Walk to Intervention for math. Work is also underway to adjust the master schedule to enable 40 additional minutes of math intervention per week, on top of the Walk to Intervention model.
3-8 Math ED Students Level 2 and above	27%	37%, or +3%age points = 30%	Red?	No	See discussion of increased math interventions above, which have lowered the adult-student ratio and increased the frequency of interventions in	The NWEA winter subgroup analysis projects 20.8% of this subgroup to score Level 2 and above.	This is below the progress target, but was in January, before the increase Math interventions began in occur.	Given that School 41's student body is 89% Economically Disadvantaged, these are essentially schoolwide strategies, articulated in sections above.



					this quarter.			
Providing 200 Hours of Extended Day	NA	rubric	Green	Yes	<p>This quarter has seen School 41 continue its course with Expanded Day, making continual adjustments to refine along the way. This quarter, the school has:</p> <ul style="list-style-type: none"> <li>Increased intervention, per sections above;</li> <li>Made adjustments to the delivery of social-emotional supports with the key community-based organization partner;</li> <li>Established a new volunteer mentoring component focused on intermediate girls.</li> <li>Begun providing equestrian experiences to students with autism.</li> </ul> <p>In addition, staff has articulated concerns about the 4:30 end time of school. Part of this was because many teachers have graduate classes in the afternoons.</p>	School data explained elsewhere.	<p>The data used to monitor and adjust ELT is academic and disciplinary data which is reported on in other sections.</p> <p>In addition, the leadership team's qualitative assessment of the enrichments is a factor. Conversations and adjustments are ongoing.</p>	<p>The school will continue to run a 7.5 hour day next year, and the school plans to continue with its major partners: Quad A for Kids for enrichment and youth development and the Center for Youth Services to enhance the multi-tiered systems of social-emotional support. Anticipated improvements to the ELT program are:</p> <ul style="list-style-type: none"> <li>Reworking the master schedule to increase the amount of time spent on academic intervention.</li> <li>Maximizing teacher collaboration time by moving to less frequent but longer grade level team time.</li> <li>Continuing to add quality enrichments such as Soap Box Derby, Horse's Friend for students with autism, and mentoring.</li> <li>Providing a social-emotional curriculum (Second Step).</li> <li>Deploying social-emotional supports in a more structured tiered system, with improved case-management approach.</li> </ul>
Chronic Absenteeism	NA	rubric	Green	Yes	School 41 has devoted an assistant principal to sustaining attention on attendance, and relocated the parent liaison to the main office to assist with immediate contacts and	The school meets the rubric criteria and is taking action on chronically absent students in a coordinated way. Year to date, 32% of all students, including preK, have missed at least 10% of school days.		The school will continue to implement the improved system that it has developed.



				communication. It has also added a chronic absence action step to the Response to Intervention system, such that even when attendance precludes a formal intervention plan, the team still takes some follow-up action.			
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.

### Part III – Additional Key Strategies – (As applicable)

*(This section should only be completed as needed, for strategies not already listed in Parts I and II.)*

<u>Key Strategies</u> Identify any key strategies being implemented during the current reporting period that are <u>not described in Part I or II above</u> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.			
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2017-18 School Year Continuation Plan



<p>1. Establish framework for balanced literacy and response to intervention (RTI).</p> <p>While the balanced literacy component of this strategy was explained in the metric section, and the RTI aspect was mentioned, here School 41 provides more detail on adjustments it intends to make next year.</p>		<p>Much of the work this quarter has been discussed in the ELA indicator section. School 41 offers the following further detail:</p> <ul style="list-style-type: none"><li>• Guided reading baskets were purchased for all grades to support guided reading, and embedded PD was provided during grade level time, focused on building teacher capacity to use leveled texts and to match key standards and strategies to student groups / daily work.</li><li>• Data meeting topic was for each teacher to look at the Winter Benchmark scores for NWEA, Aims Web benchmark and progress monitoring scores and highlight students still scoring in the 1-10%ile. These students were “red flagged” and teachers were to submit a referral to the RTI Problem Solving Team after obtaining parent consent. (<i># of new referrals in this time period= 46 includes academics and behavioral reasons</i>)</li><li>• Data meeting – end of Walk to Intervention Cycle #3. Teachers completed all AIS plans and ORF</li></ul>	<p>The Problem Solving team will continue to meet regularly, building on its successes this year. The refinements for next year include:</p> <ul style="list-style-type: none"><li>• More fully develop the social-emotional response/intervention menu, so that the team has specific options to recommend. This will be enhanced by the new plan to have a Center for Youth staff member focus on a case management approach to coordinating the social-emotional supports for students.</li><li>• Pursue progress monitoring system to measure ELA/Literacy, Math and SEL/Behavior supports.</li><li>• More fully integrate the input from the intervention teachers in the data collection process, so that the picture of the student is more comprehensive;</li><li>• Refine the communication and connection to school leadership team;</li><li>• Deepen the understanding of the team members when it comes to quality goal setting and action items, and then progress monitoring and adapting interventions.</li></ul>
---	--	--	--



			<p>progress monitoring graphs. The reports were sent home to parents. Using those data pieces, teachers had to analyze and consult with the intervention providers to determine who was and was not responding to the intervention and note possible reasons why. <i>(See Tier 1 and 2 status form artifact. All students in grades K-6 were reviewed – total number = 482 students).</i> This information was used in making intervention decisions for Cycle #4;</p> <ul style="list-style-type: none"><li>• RTI Problem Solving Team meets every Tuesday and hears an average of 12 cases per week. New back-end systems changes were created. All documents and minutes are tracked in a shared Google drive. This quarter many cases were with the Kindergarten Speech/Language screen failures. The team initiated and tracked a 6-8 week ERSS Speech intervention for 12 kindergartners.</li><li>• The RTI Problem-Solving Team has closed 45 of 90 cases to date.</li></ul>		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part IV – *Community Engagement Team and Receivership Powers*

<b>Community Engagement Team (CET)</b> 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2017-18 School Year.					
Status (R/Y/G)	Analysis/Report Out		2017-18 School Year Continuation Plan		
	This team continues to function well and collaboratively, utilizing the expertise and resources each partner and individual brings to the table. The team celebrates the foundational improvements they see in the school, and is discussing specific adjustments to the plan for next year. At the same time, the team is feeling some trepidation about the future, registering questions about accountability status under ESSA, and wants a long-term commitment to be made to School 41. It believes that the plan, school leadership, and CET collaboration are solid and that with the correct resourcing and time, the school will become a dramatically more effective place for students to thrive.		The team will continue to function as it has, although the meeting pattern may change, and the team is discussing how it can take a more active role in parent engagement. The scope of work / engagement of individual partner organizations will be adjusted, according to the 17-18 plan column above. The team has expressed some desire for the physical facility of the school to be improved and made larger, ensuring that space for mental health services and enrichment meet the need. The team understands that this is not germane to the plan in 17-18, but does note it as a future need.		
<b>Powers of the Receiver</b> 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. Please identify any changes in Receivership Powers to be utilized in the 2017-18 School Year.					
Status (R/Y/G)	Analysis/Report Out		2017-18 School Year Continuation Plan		
	BETH?		BETH?		
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.	





**Part V – Budget – (As applicable)**

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	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.	<b>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b>  • <b>SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</b>  <b><u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u></b>  <b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>
Code 15 and 16	Green	All staff hired and hourly pay for Expanded Day, break weeks, intervention and PD is being spent as planned. We are still determining how much of the pay for civil service staff to participate in the Restorative Practice PD we will need.	
Code 40	Green	Contracts have been in place as planned and are being invoiced accordingly.	
Code 45	Green	Based on the recent amendment, the school is on-track. The school has purchased and is using the Leveled Literacy kits, and is working to secure Dreambox and other materials.	



Part VI: *Best Practices (Optional)*

<u><b>Best Practices</b></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.	The school is implementing many research-based strong practices outlined above, and is showing improvement as a result. However, without there being ultimate impact on student achievement, it would be premature to share here.	
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: [Signature] Edith M. Miller, Ed.D.

Date: 5/20/17

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mary M. Rapp

Signature of CET Representative: [Signature]

Date: 5/12/17