

Receivership Schools ONLY

Quarterly Report #3: January 15, 2018 to April 20, 2018 and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
School #45 Mary McLeod Bethune	261600010045	Rochester City School District		Check which plan below applies:			
				SIG		SCEP	
				Cohort 4.2			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Rhonda Morien	Beth Mascitti-Miller, Chief of Intensive Supports and Innovation Michele Alberti White, Executive Director of School Innovation		PK-8	5% *SPA 4-20-18	15% *SPA 4-20-18	522 *SPA 4-20-18
	Appointment Date: August, 2015						

Executive Summary
<p>Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i>.</p>
<p>School #45 has made some significant gains as demonstrated by proficiency growth on NYS 3-8 assessment results, as well as positive school climate changes that are demonstrated through a decrease in suspensions and referrals. Accomplishments can be found in the key strategies on which the improvement plan is based. These include:</p> <ol style="list-style-type: none"> 1. Second year implementation and evaluation/review of a strong core instructional program and summer long range planning 2. Delivery of targeted academic support and engaging enrichments aligned with student needs and interests 3. Development of a strong MTSS implementation plan and execute through grade level coaches and bi-weekly MTSS meetings with teachers 4. Further implementation, and maintenance of a Community School Model providing significant resources to families 5. Improved social/emotional supports for students and their families with significant additional staffing through the 21st Century Grant.

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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and 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. 2018-19 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)

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 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.																																																																																																									
Indicator Code # 5 School Safety	19	16		Yes	<ul style="list-style-type: none"> Girls group for Warrior factory Second Step PD planning PD Socio-emotional conference planned Monthly MTSS Teaming Internship established to research the effectiveness of the Warrior Project MTSS Meeting with teachers established bi monthly to review behavior plan 	<ul style="list-style-type: none"> Reconnect referrals Suspension Referrals ATS Sign-In's Lounge Sign Ins 	<table border="1"> <thead> <tr> <th>Measure</th> <th>September 2017</th> <th>October 2017</th> <th>November 2017</th> <th>December 2017</th> <th>January 2018</th> <th>March 2018</th> </tr> </thead> <tbody> <tr> <td>Student Attendance %</td> <td>88</td> <td>90</td> <td>90</td> <td>90</td> <td>90.21</td> <td>90.44</td> </tr> <tr> <td>Chronic Absences</td> <td>114</td> <td>84</td> <td>74</td> <td>62</td> <td>65</td> <td>63</td> </tr> <tr> <td>Number of Parents Involved in school</td> <td>309</td> <td>439</td> <td>197</td> <td>224</td> <td>209</td> <td>501</td> </tr> <tr> <td>Number of Days Without a Sub</td> <td>0</td> <td>0</td> <td>1</td> <td>11</td> <td>0</td> <td>2</td> </tr> <tr> <td>Number of OSS</td> <td>3</td> <td>16</td> <td>18</td> <td>5</td> <td>8</td> <td>8</td> </tr> <tr> <td>Number in ATS</td> <td>19</td> <td>26</td> <td>26</td> <td>11</td> <td>14</td> <td>22</td> </tr> <tr> <td>Number in Primary Reconnect</td> <td>30</td> <td>56</td> <td>53</td> <td>29</td> <td>10/31</td> <td>28</td> </tr> <tr> <td>Number in Secondary Reconnect</td> <td>143</td> <td>230</td> <td>86</td> <td>38</td> <td>41</td> <td>36</td> </tr> <tr> <td>Number of Academic Referrals to MTSS</td> <td>0</td> <td>0</td> <td>12</td> <td>21</td> <td>8</td> <td>18</td> </tr> <tr> <td>Number of Behavioral Referrals to MTSS</td> <td>0</td> <td>0</td> <td>12</td> <td>9</td> <td>0</td> <td>12</td> </tr> <tr> <td>Number of Academic CSE Referrals</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>8</td> <td>2</td> </tr> <tr> <td>Number of Behavioral CSE Referrals</td> <td>0</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Mediation Provided</td> <td>17</td> <td>15</td> <td>11</td> <td>4</td> <td>9</td> <td>8</td> </tr> <tr> <td>Workshops Provided</td> <td>7</td> <td>5</td> <td>7</td> <td>5</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	Measure	September 2017	October 2017	November 2017	December 2017	January 2018	March 2018	Student Attendance %	88	90	90	90	90.21	90.44	Chronic Absences	114	84	74	62	65	63	Number of Parents Involved in school	309	439	197	224	209	501	Number of Days Without a Sub	0	0	1	11	0	2	Number of OSS	3	16	18	5	8	8	Number in ATS	19	26	26	11	14	22	Number in Primary Reconnect	30	56	53	29	10/31	28	Number in Secondary Reconnect	143	230	86	38	41	36	Number of Academic Referrals to MTSS	0	0	12	21	8	18	Number of Behavioral Referrals to MTSS	0	0	12	9	0	12	Number of Academic CSE Referrals	1	2	0	1	8	2	Number of Behavioral CSE Referrals	0	1	2	0	0	1	Mediation Provided	17	15	11	4	9	8	Workshops Provided	7	5	7	5	1	4
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Indicator Code # 9 3-8 ELA All Students Level 2 & above	15	18	Green	Yes	<ul style="list-style-type: none"> Testing Units of study for for ELA completed Staff developer from Columbia focusing on unpacking units, small groups and conferences, Summer school programming with a focus on unpacking the units, determining 	NWEA IReady PSI Student Groupings Myon Minutes Zearn Lessons	NWEA Winter NWEA Data: See chart below for data from Spring administration of NWEA. <table border="1"> <thead> <tr> <th>ELA</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>32.61</td> </tr> <tr> <td>4</td> <td>21.09</td> </tr> <tr> <td>5</td> <td>22.45</td> </tr> <tr> <td>6</td> <td>48.84</td> </tr> <tr> <td>Total</td> <td>31.4</td> </tr> </tbody> </table>	ELA	Total Percentage Level 2 or Above	3	32.61	4	21.09	5	22.45	6	48.84	Total	31.4																																																																																													
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As school we plan to delve deeper into the following areas:

- Restorative Practices
- Using second step K-8
- Mindfulness
- Expanding Earthworks
- Building an art therapy program
- Building an nature therapy program
- School wide check in check out for Tier 1's and 2's
- PBIS Reboot

As school we plan to delve deeper into the following areas:

- small group conferencing
- Teacher college if budget allows to primary
- Phonics units
- Short and extended response plan between units
- PDQ's
- Walk to read in 2nd Grade

			<p>predictable conferences and small groups and creating a toolkit to support instruction</p> <ul style="list-style-type: none"> • Lead measure for school wide WIG established where students calculate number of minutes read each month • ICLE strategies implemented • Added additional staffing for small group instruction 	<p>NWEA-Growth Targets 52.4% of students have met their projected growth targets in Reading.</p> <p>Phonics Screener</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">2016-2017</th> <th colspan="3">2017-2018</th> </tr> <tr> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>35%</td> <td>56%</td> <td>47%</td> <td>63%</td> <td>57%</td> <td></td> </tr> <tr> <td>2nd</td> <td>32%</td> <td>63%</td> <td>61%</td> <td>44%</td> <td>38%</td> <td></td> </tr> <tr> <td>3rd</td> <td>31%</td> <td>44%</td> <td>63%</td> <td>48%</td> <td>60%</td> <td></td> </tr> <tr> <td>4th</td> <td>46%</td> <td>75%</td> <td>88%</td> <td>67%</td> <td>80%</td> <td></td> </tr> <tr> <td>Total</td> <td>37%</td> <td>55%</td> <td>62%</td> <td>58%</td> <td>59%</td> <td></td> </tr> </tbody> </table> <p>Iready ELA</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">2017-2018</th> </tr> <tr> <th>Fall Proficiency</th> <th>Winter Proficiency</th> <th>Growth Fall to Winter</th> <th>Spring Proficiency</th> </tr> </thead> <tbody> <tr> <td>7th</td> <td>2.27%</td> <td>8.33%</td> <td>285.00%</td> <td></td> </tr> <tr> <td>8th</td> <td>17.64</td> <td>27.77%</td> <td>213.00%</td> <td></td> </tr> <tr> <td>School-Wide Total</td> <td>9%</td> <td>17%</td> <td>252%</td> <td></td> </tr> </tbody> </table> <p>†1</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>September 2017</th> <th>October 2017</th> <th>November 2017</th> <th>December 2017</th> <th>January 2018</th> <th>March 2018</th> </tr> </thead> <tbody> <tr> <td>% of kids Reading on Level In K-2</td> <td>19%</td> <td>19%</td> <td>NA</td> <td>24 %</td> <td>34%</td> <td>43%</td> </tr> <tr> <td>% of kids Reading on Level In 3-6</td> <td>25%</td> <td>25</td> <td>NA</td> <td>35%</td> <td>45%</td> <td>56%</td> </tr> <tr> <td>% of kids Reading on Level In 7-8</td> <td>9%</td> <td>9%</td> <td>NA</td> <td>9%</td> <td>29%</td> <td>TBD</td> </tr> <tr> <td>Minutes Spent Reading in K-2 on MYON</td> <td>0</td> <td>249</td> <td>7,341 (122 hours)</td> <td>8194.2</td> <td>8863.7</td> <td>14,769.3</td> </tr> <tr> <td>Minutes Spent Reading in 3-6 on MYON</td> <td>0</td> <td>433</td> <td>67,134(1,118 hours)</td> <td>23,616.3</td> <td>19,856.4</td> <td>13,600.6</td> </tr> <tr> <td>Minutes Spent Reading in 7-8 on MYON</td> <td>0</td> <td>156</td> <td>37.6</td> <td>0.2</td> <td>3,339.9</td> <td>320</td> </tr> <tr> <td>% of kids completing 4 Zearn Lessons</td> <td>0</td> <td>9</td> <td>14.8</td> <td>11.5</td> <td>16</td> <td>17.5</td> </tr> </tbody> </table>	Year	2016-2017			2017-2018			Fall	Winter	Spring	Fall	Winter	Spring	1st	35%	56%	47%	63%	57%		2nd	32%	63%	61%	44%	38%		3rd	31%	44%	63%	48%	60%		4th	46%	75%	88%	67%	80%		Total	37%	55%	62%	58%	59%		Year	2017-2018				Fall Proficiency	Winter Proficiency	Growth Fall to Winter	Spring Proficiency	7th	2.27%	8.33%	285.00%		8th	17.64	27.77%	213.00%		School-Wide Total	9%	17%	252%		Measure	September 2017	October 2017	November 2017	December 2017	January 2018	March 2018	% of kids Reading on Level In K-2	19%	19%	NA	24 %	34%	43%	% of kids Reading on Level In 3-6	25%	25	NA	35%	45%	56%	% of kids Reading on Level In 7-8	9%	9%	NA	9%	29%	TBD	Minutes Spent Reading in K-2 on MYON	0	249	7,341 (122 hours)	8194.2	8863.7	14,769.3	Minutes Spent Reading in 3-6 on MYON	0	433	67,134(1,118 hours)	23,616.3	19,856.4	13,600.6	Minutes Spent Reading in 7-8 on MYON	0	156	37.6	0.2	3,339.9	320	% of kids completing 4 Zearn Lessons	0	9	14.8	11.5	16	17.5	<ul style="list-style-type: none"> • ASD walk to read • Embedded speech Language pilot • Conferring logs • More middle school intervention • Summer PD predictable conferences and groups,, toolkit • Scaffolding the order of the units • School wide wig associated to literacy • Enrichment for early test prep • Question development for read aloud • Lesson plan vision • Middle school acceleration
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<p>Indicator Code # 15 3-8 Math All Students Level 2 and above</p>	<p>15</p>	<p>15</p>	<p>Green</p>	<p>Yes</p>	<ul style="list-style-type: none"> Zearn Walkthroughs WIGS Set fro Zearn Lessons Completed PLC's 	<p>NWEA IReady Zearn Lessons</p>	<p>Winter NWEA Data</p> <table border="1"> <thead> <tr> <th>Math</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>43.47</td> </tr> <tr> <td>4</td> <td>26.09</td> </tr> <tr> <td>5</td> <td>20.41</td> </tr> <tr> <td>6</td> <td>37.22</td> </tr> <tr> <td>Total</td> <td>30.92</td> </tr> </tbody> </table> <p>NWEA- Growth Targets 60.2% of all students are meeting their projected growth targets in Mathematics.</p> <p>IReady Math</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">2017-2018</th> </tr> <tr> <th>Fall Proficiency</th> <th>Winter Proficiency</th> <th>Growth Fall to Winter</th> <th>Spring Proficiency</th> </tr> </thead> <tbody> <tr> <td>7th</td> <td>3.35%</td> <td>10.86%</td> <td>121.00%</td> <td></td> </tr> <tr> <td>8th</td> <td>5.71%</td> <td>5.55%</td> <td>77.00%</td> <td></td> </tr> <tr> <td>School-Wide Total</td> <td>5%</td> <td>10%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Zearn</p> <table border="1"> <thead> <tr> <th></th> <th>Fall- Math Computation</th> <th>Winter-Math Computation</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>4th</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>59%</td> <td>54%</td> </tr> <tr> <td>6th</td> <td>47%</td> <td>42%</td> </tr> </tbody> </table>	Math	Total Percentage Level 2 or Above	3	43.47	4	26.09	5	20.41	6	37.22	Total	30.92	Year	2017-2018				Fall Proficiency	Winter Proficiency	Growth Fall to Winter	Spring Proficiency	7th	3.35%	10.86%	121.00%		8th	5.71%	5.55%	77.00%		School-Wide Total	5%	10%	100%			Fall- Math Computation	Winter-Math Computation	3rd	66%	71%	4th	45%	40%	5 th	59%	54%	6th	47%	42%	<ul style="list-style-type: none"> Zearn at second grade Walk to intervention in math Longer math workshop Math conferencing on student data Additional monthly Math PLC CFA focus
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Indicator Code # 33 3-8 ELA All Students MGP	49.32	50.32	Green	Yes	See Indicator #9	See Indicator #9	See Indicator #9													
Indicator Code # 39 3-8 Math All Students MGP	42.47	43.67	Green	Yes	See Indicator #15	See Indicator #15	See Indicator #15													
Indicator Code # 85 Grades 4 and 8 Science All Students Level 3 and above	23%	26%	Green	Yes	<ul style="list-style-type: none"> Pretest for Science Exam and performance exam established Science intervention plan Science coaching Established 	<ul style="list-style-type: none"> Science Pre/Post Assessment NYS Test Prep daily warm ups 	<table border="1"> <thead> <tr> <th>Performance Level</th> <th>Number of Students at each Level on Pre Written Assessment Februrary</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>3</td> <td>15</td> </tr> <tr> <td>2</td> <td>19</td> </tr> <tr> <td>1</td> <td>21</td> </tr> <tr> <td>Total Students Assessed</td> <td>55</td> </tr> </tbody> </table>	Performance Level	Number of Students at each Level on Pre Written Assessment Februrary	4	2	3	15	2	19	1	21	Total Students Assessed	55	<ul style="list-style-type: none"> Recommit to science work with BOCES on creating 8th grade Science kits to be used all year Bring in science intervention
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1	21																			
Total Students Assessed	55																			
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.											

Marking Period Data

As of 4/20/18, 35 out of 40 students are currently passing Grade 8 Science.

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	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 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.	2018-19 School Year Continuation Plan for Meeting this Indicator
Indicator Code # 2 Plan for and implement Community School Model	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> Partnerships established with home depot, community place and Passero's deli for student led projects Food link established Community Chest renovated Community School Resource Center renovated United Health partnership to support insurance needs of families Planning with Excellus Project Hope with Ibero Established Community Garden project planning begun Student design of storefront with Community Partner 	<ul style="list-style-type: none"> Parent Sign-In Sheets Calendar of Events 		<ul style="list-style-type: none"> Middle school community-based projects will be a Continuum throughout the year. These projects will be guided by a Community member and will be highlighted on a quarterly basis. These projects will be completed on and off campus To become a permanent site for the Foodlink Curbside program where families can shop for fresh produce at a discount rate. To have an active Boy Scout Girl Scout and Explorer robotics program as well as increase our current participation. Develop a stronger relationship with our faith based community.

							<ul style="list-style-type: none">• Community Center field trips where our student will have an opportunity to better understand their city in which they live in and know where to access resources.• During the holiday season open up our event to the community. for example: photos with Santa and dinner open to community and advertise at Large.• Have Leader in Me as the Highlight at open house where teachers families and community members will learn about the Leader in Me initiative. This will be a great way to shift the mindset for a new year.• Use the theme of March Madness to create Community basketball events during the month of March.• Host a " Community Night " where school and community partners collaborate in a positive way to help strengthen our school and community. Meet quarterly.• To host a Multi cultural festival where families and community members will learn about each others cultural differences.• To have Home Depot officially
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								adopt our school to support and guide our school and community projects. <ul style="list-style-type: none"> Find partners to adopt-a-shelf to help our community chest. Identify and build relationship with Corp Co. that will be active in our school throughout the year.
Indicator Code # 6 Family and Community Engagement (DTSDE Tenet 6)	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> Movie Night Leader and Me workshop Family Arts and Crafts Literacy Night Open Mike Night Parent trip to Memorial Art Gallery Movie and Game Day Day of Swimming at YMCA for Families School Scavenger hunt for families Black fem Financial Literacy Program Movie with a Real Black Panther Bingo Night Sporting Event Recruitment/feedback Sessions Need and Assets Surveys feedback After School Communication System Established with Partner Boys and Girls Club 	Home Visit Log Twitter Followers/Posts Facebook Followers/Posts	We have increased the number of school wide events and parent offerings by 100%. <ul style="list-style-type: none"> Home visits- 75 PTC- 6 FACT REFERRALS- 6 McKinney Vento- 5 Voice to voice outgoing calls (Attendance related) 281 Returned calls- 70 Email Conferences w/parents: 24 <ul style="list-style-type: none"> Facebook 272 people following our facebook page 23 New Facebook Posts Twitter 126 Followers on Twitter 15 new posts 	<ul style="list-style-type: none"> Additional professional development for staff on increasing parental connection Plan for getting more teachers to do home visits offering stipend for parents to participate in school wide teams update needs asset survey
Indicator Code # 14 3-8 ELA ED Students Level 2 and above	14%	17%	Green	Yes	See Indicator #9	See Indicator #9	See Indicator #9	See Indicator #9
Indicator Code # 20	14%	17%	Green	Yes	See Indicator #15	See Indicator #15	See Indicator #15	See Indicator #15

3-8 Math ED Students Level 2 and above								
Indicator Code # 94 Providing 200 Hours of Extended Day	NA	Y	Green	Yes	<ul style="list-style-type: none"> ● Planning to align partners in afterschool vision for 2018-19 ● Staff developer for all staff on relationships, leadership principles, ● Planning for Leadership Day ● PDQ on leadership Notebooks ● Middle School Leadership projects ● Spring WIGS Developed ● Leadership Boosters ● PD Cal. for 2018 begun 	●	<ul style="list-style-type: none"> ● School Master Schedule 	<ul style="list-style-type: none"> ● Revamp after school program to better align intramurals, sports and Boys and Girls Club ● Identify afterschool partnership liaison to provide consistent communication ● Secure teachers to work the first ½ hour ● Established a balanced approach to courses with a focus on mind, body and soul
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 – 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 <i>not described in Part I or II above but</i> 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 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school 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	2018-19 School Year Continuation Plan			
1.						
2.						
3.						
4.						
5.						
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 – 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:	

	<ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
<p>Green</p>	<p>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>.</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

Budget Analysis			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:
SIG		Code 15: <ul style="list-style-type: none"> • Hourly pay for teacher pd • Substitute teacher pay for assessment team Code 40: <ul style="list-style-type: none"> • Lucy Calkins representative facilitated Professional Development for teachers • Leader in Me training has been delivered Code 45: <ul style="list-style-type: none"> • Supplies and materials have been purchased as planned Code 46: <ul style="list-style-type: none"> • Funds for a student trip to Washington D.C. and a trip to Camp Arrowhead • 2 Teachers have participated in workshops at Columbia University • Eagle Rock School visit • Teachers will be attending Reading and Writing Institutes during summer at the Teachers College Reading and Writing Project • Teachers will be attending the SDE Differentiated Instruction National Conference 	<ul style="list-style-type: none"> • SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
CSG		Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include: Code 15: <ul style="list-style-type: none"> • Hourly pay for teachers for CS PD • Additional hourly pay for teachers for Mobile Open House • Additional hourly pay for teachers for ELT delivery Code 16: <ul style="list-style-type: none"> • Additional hourly pay for civil service and custodial • .5 additional cleaner Code 40: <ul style="list-style-type: none"> • Additional translation services • 1.0 CS Site Coordinator with agency Center for Youth • Contract TES for additional social-emotional support staff hours in Reconnect Room Code 45: <ul style="list-style-type: none"> • Ordering laptops for site coordinator and parent liaison and technology for parent resources • Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters Code 46: <ul style="list-style-type: none"> • Principal and Site Coordinator registered for February CS PD in NYC • Parent transportation (bus passes) being purchased. 	

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. Small group intervention, RTI block	Every child receives 45 minutes to an an hour of intervention or enrichment in ela and math
2.MTSS Behavior Vision	Every child who needs tier three socio-emotional support has a case manager and an identified intervention for their needs..This is 176 children.
3.WIG	The school has issued one school wide WIG (wildly important goal) and all systems are aligned to support that WIG

Part VII – Assurance and Attestation

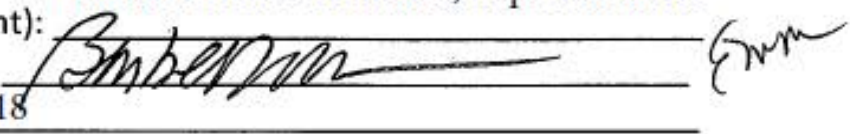
By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Barbara Deane-Williams, Superintendent

Name of Receiver (Print):

Signature of Receiver:

Date: April 30, 2018



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 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mike Boehm

Signature of CET Representative:



Date: 4/23



The University of the State of New York

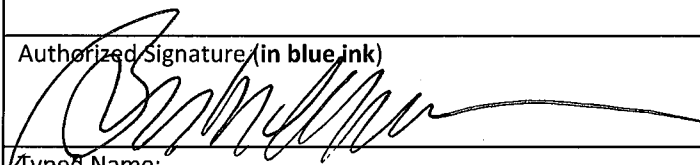
THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Rochester City School District	
School Name School No. 45	
Contact Person Rhonda Morien	Telephone (585)262-8272
E-Mail Address Rhonda.Morien@rcsdk12.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink) 	Title of Chief School/Administrative Officer EW Superintendent
Typed Name: Barbara Deane-Williams	Date: April 30, 2018