

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: https://www.rcsdk12.org/Page/43518				
Martin Luther King, Jr. School #9	261600010009	Rochester City School District	n/a	Check which plan below applies:				
				SIG			SCEP	
				Cohort:			X + PSSG	
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, Superintendent	Sharon Jackson	Elizabeth Mascitti-Miller, <i>Chief of Superintendent's Receivership Schools and Innovation</i>		PK4 - 6	N/A	44.7% <i>Internal SPA data, 4/10/18</i>	14.8% <i>Internal SPA data, 4/10/18</i>	714 <i>Internal SPA data, 4/10/18</i>
	Appointment Date: 2001	Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>						

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*.

Dr. Martin Luther King, Jr. School #9 data indicates progress toward meeting the demonstrable improvement indicators.

School #9 continues to strengthen last year's programs and supports for its students and families. Current programming encompasses opportunities to meet the needs of diverse learners; for example, targeted interventions, enrichments, and accelerations. School #9 continues to offer social-emotional supports embedded within the school day and has acquired additional personnel to reduce student group size during interventions.

Furthermore, to meet Receivership metrics, School #9 continued to maintain and expand structures to engage staff in continuous professional learning. The school has been selected as a pilot school for the International Center for Leadership in Education's Literacy for a Lifetime initiative, in which teachers and administrators will receive professional learning and job-embedded follow-up coaching on the rigor/relevance framework, with the long-term goal of increasing capacity to provide instruction anchored



in the theories of depths of knowledge, ultimately increasing the cognitive rigor and cultural/linguistic relevance of instruction in all content areas and establishing personal learning networks as a means to develop self-sustaining professional growth practices amongst staff.

School #9 has strengthened its community school model; for example, it has added a Community Resource Teacher, who has begun to collaborate with the CSSC to build additional relationships with families and with stakeholders within and outside of the school. The team has cultivated partnerships with community resources to focus on and address strengthening participation of parent volunteers, hosting PATH Forward meetings, and continuing to synthesize feedback and implement Needs Assessment Priorities recommendations for the School 9 Community Engagement Team to focus on during the 2017-2018 year. Additionally, the CSC and CRT collaborated with BADEN Street to implement the 21st Century Community Learning Center grant recess program for students.

Of particular note at this time is that with the displacement of hundreds of families from Puerto Rico resulting from recent hurricanes, the school continues to welcome scores of displaced Puerto Rican students and families, resulting from Hurricane Maria, providing them with immediate supports needed for settlement and acculturation into the educational process. For example, the social worker, community site coordinator, community resource teacher, and parent liaison have provided informative sessions to identify resources such as housing, employment, and medical/mental health services, and continue to work individually with families to ensure that basic needs are met.

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.	2018-19 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	7	<5 Serious Incidents or 20% reduction = 5.6		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY 2017-2018.	PBIS Practices: School #9 continues with its strong PBIS practices (DREAM) to build community and maintain high standards for behavior. Students are able to articulate expectations, and the majority of the school's student population (more than 90%) continue to earn	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Serious incident and referral data 	<p>Attendance Data: Average daily attendance at School #9, as of 4/24/18, is 89.0% K - 6, 3.3 percentage points higher than the RCSD average. Currently, 16 students have perfect attendance.</p> <p>Suspension Data/ Serious Incident Data: To date, the school has logged one (1) serious incident and six</p>	<p>PBIS Practices: School No. 9 will continue to engage in restorative practices and DREAM practices to maintain a positive school climate, and social workers will continue to provide Play Therapy for primary students in grades K-2.</p>



				<p>participation in the school’s DREAM celebrations.</p> <p>Play Therapy: The school’s social workers provide support to small groups of students, grades K - 3, to support social-emotional development.</p>			<p>(6) short-term suspensions, down significantly since SY1718. (SY1718 logged a total 21 short-term suspensions for the year.)</p>	<p>Professional Learning: Staff will conduct a book study, focusing on the text, “No More Culturally Irrelevant Teaching” by Souto-Manning, Lugo-Llerena, Martell, Salas-Macguire, and Arce-Boardman, to promote delivery of culturally and linguistically relevant, appropriate instruction by all staff.</p> <p>Additionally, the school will continue participation with ICLE to implement the Rigor and Relevance Framework, with emphasis on Richard Cash’s “Self-Regulation in the Classroom: Helping Students Learn How to Learn.”</p>
# 9 – ELA All Students Level 2 & Above	25%	51% or +6%age points = 31%		<p>The school likely to, but uncertain as to whether or not it will meet the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	See Indicator #33.	See Indicator #33.	See Indicator #33.	See Indicator #33.
#15 – Math All Students Level 2 & Above	27%	51% or +6%age points = 33%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target</p>	See Indicator #39.	See Indicator #39.	See Indicator #39.	See Indicator #39.



				for this indicator for SY 2017-2018.																
#33 – 3 – 8 ELA All Students MGP	48.68	50.72 or +2%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>Embedded Literacy Block: School #9 has added additional literacy foci emphasizing literacy in Social Studies and Science content blocks.</p> <p>Data Analysis of Literacy and Numeracy:</p> <ul style="list-style-type: none"> Meetings with individual teachers has resulted in increased alignment of instruction with the school’s identified instructional priorities. Additionally, with conversations focused on each individual student, teachers are able to address student need within core instruction prior to referring students to the Problem-Solving Team. School #9 continues to track AIS progress electronically. This tool has allowed the school to review data comprehensively, identify root causes of lack of student excellence, and put specific strategies in 	<ul style="list-style-type: none"> NWEA ELA Benchmark Assessment System: Fountas & Pinnell Writing Pre/Post Assessment MyOn 	<p>Winter NWEA Data: See chart below for data from Winter administration of NWEA. This is projected proficiency data.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>16.21%</td> </tr> <tr> <td>4</td> <td>21.15%</td> </tr> <tr> <td>5</td> <td>21.11%</td> </tr> <tr> <td>6</td> <td>30.00%</td> </tr> <tr> <td>Total</td> <td>21.56%</td> </tr> </tbody> </table>	Reading	Total Percentage Level 2 or Above	3	16.21%	4	21.15%	5	21.11%	6	30.00%	Total	21.56%	<p>Professional Learning: The school will continue participation with ICLE to implement the Rigor and Relevance Framework, with emphasis on Richard Cash’s “Self-Regulation in the Classroom: Helping Students Learn How to Learn.”</p> <p>Administrators will continue to conduct focused walk-throughs to document and track impact, as well as provide feedback on academic discussions and learning connections made during instruction.</p> <p>Embedded Literacy Block: The school will continue with an additional literacy focus supporting literacy development in the Social Studies and Science content blocks.</p> <p>Curriculum: School #9 will implement a redesigned curriculum focusing on NGLS to increase higher level tasks and questions aligned to Bloom’s Taxonomy and Quad D activities.</p>
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#39 – 3 – 8 Math All Students MGP	48.76	51.17 or +2%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<ul style="list-style-type: none"> NWEA Math Exit tickets ALEKS Quizzes 	<p>Winter NWEA Data: See chart below for data from Winter administration of NWEA. This is projected proficiency data.</p>	<p>Curriculum: School #9 will implement a redesigned curriculum focusing on NGLS to increase higher level tasks and questions aligned to Bloom’s Taxonomy and Quad D activities.</p>												



				<p>place to address student need.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> The school continues with its offerings pertaining to the ICLE’s Rigor/Relevance Framework, focused on the theories of depths of knowledge, and ultimately increasing the cognitive rigor and cultural/linguistic relevance of instruction in all content areas. <p>Curriculum/Instruction:</p> <ul style="list-style-type: none"> Rigor/Relevance Framework - The school is in the process of moving levels of questioning up quadrants according to the Rigor/Relevance framework. Multiple anchor charts and silent teachers are available for scaffolding. <p>Additional Interventions:</p> <ul style="list-style-type: none"> 100% of students receive interventions or enrichments during embedded ELT. Targeted groups of students are receiving 	<table border="1"> <thead> <tr> <th>Math</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>25.22%</td> </tr> <tr> <td>4</td> <td>31.73%</td> </tr> <tr> <td>5</td> <td>31.11%</td> </tr> <tr> <td>6</td> <td>35.00%</td> </tr> <tr> <td>Total</td> <td>30.39%</td> </tr> </tbody> </table>	Math	Total Percentage Level 2 or Above	3	25.22%	4	31.73%	5	31.11%	6	35.00%	Total	30.39%	
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					<p>interventions in math in both English and Spanish. Increasing numbers of classrooms post data walls showcasing growth, and students are able to articulate their performance on NWEA. Data review suggests that while the majority of students are making progress, it is incremental at this time.</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 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



<p>#2 – Plan for and implement Community School Model</p>	<p>N/A</p>	<p>SED Rubric</p>		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<ul style="list-style-type: none"> Based on the recommendations provided by the needs assessment, the Community School Site Coordinator, CET, SBPT, PTO and various Community Partners began to implement six specific recommendations in order to further implement the Community School Model. The team periodically reviews implementation progress of each of the recommendations, and notes that at each time, the majority of the recommendations have been implemented; the remainder are in the planning phases. The robust expanded learning programming, in conjunction with community partners, is continuing this school year, including the Baden St recess program for students. 	<ul style="list-style-type: none"> Community Resource Teacher Monthly Parent Newsletter Parent Volunteers Parent Forum Attendance Partnerships 	<ul style="list-style-type: none"> See Indicator #5 See data in NYSED Community School Model rubric. 	<p>Community Schools Needs Assessment: The school will begin a new cycle to assess the needs of its community and will continue its implementation and refinement of six priorities from the SY17-18 Needs Assessment.</p> <p>21st Century Grant/Baden St. Partnership: School #9 will continue to implement 21st Century Grant to support students’ ELT programming and recess.</p> <p>Supports for Newly Arrived Students: The school will increase support to recent arrival students social/emotional and academic needs, and will collaborate with community partners to secure resources to bolster support of these students needs academic, linguistic and social-emotional needs in students’ home language of Spanish.</p>
<p>#18 – Math Hispanic Students Level 2 and Above</p>	<p>21%</p>	<p>46% or +6%age points = 27%</p>		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<p>72.1% of the school’s student population is considered “Hispanic.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>		<p>See Indicator #39.</p> <p>School #9 will collaborate with community partners to secure resources to bolster support of these students needs in students’ home language of Spanish.</p>	



#20 – 3-8 Math ED Students Level 2 and Above	27%	45% or +6%age points = 33%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<p>93.0% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>		See Indicator #39.	
#41 – 3-8 Math Black Students MGP	47.84	48.96 or +2%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<p>26.4% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>		See Indicator #39.	
#94 – Provide 200 Hours of Extended Day	N/A	SED Rubric		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY 2017-2018.</p>	<p>100% of School #9’s students take advantage of expanded learning opportunities, as it uses a 7.5 hour day to support and develop the whole child. School #9 continues to offer intervention, enrichment and acceleration opportunities through its ELT programming. Interventions and enrichments align to student need, and voice and choice are used to program enrichment opportunities that include Lego League, Future Cities Team, karate, running club, and Jewelry Design.</p> <p>School #9’s Future Cities Team was just awarded “Most Innovative Transportation</p>	<ul style="list-style-type: none"> ● Attendance data ● School Safety data ● Staff/Student/Parent Satisfaction Survey ● Provider Survey 	<ul style="list-style-type: none"> ● See Indicator #5 ● See data in NYSED ELT rubric. 	<p>Offerings: School #9 will continue to provide an extended day to all students. Students will engage in acceleration, enrichment, and intervention opportunities. Opportunities will align to student need, and voice and choice, and will include offerings such as LEGO League, music, drama/theatre, running club, Future Cities, and book clubs.</p> <p>Supports for Newly Arrived Students: The school will increase support to recently arrived students’ social/emotional and academic needs, and will collaborate with community partners to secure resources</p>



				System” at the regional Future Cities competition. Additional interventions are needed to support the school’s recent arrivals both academically and social-emotionally. The school is steadfast in securing resources to bolster support of these students needs in students’ home language of Spanish.			to bolster support of these students’ academic, linguistic and social-emotional needs in students’ home language of Spanish.
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.)

Key Strategies			
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. Use of technology in the classroom to deliver instruction		School #9 recently added to its fleet of iPads in Pre-K through grade 2 classrooms to use as part of ELA and Math center rotations, and include apps such as Lexia, Raz Kids, Myon & Seesaw. All 3-8th grade teachers now have access to Chromebook carts in a 1:1 ratio for their students. Students access computer based learning programs to support instruction (Aleks, Compass, Myon). Teachers are also using Google Apps for Education to facilitate	For the upcoming school year, School #9 will continue to increase its 1:1 ratio of technology to students grades K - 2. Additionally, classroom teachers will attend ICLE Model Schools Conference to acquire professional development to support task and projects aligned to Rigor/Relevance Framework and Bold



			communication, engagement, digital projects and student collaboration. There is a range from tasks/projects at the enhancement levels of the SAMR model to some transformative levels of technology integration. All teachers utilize Google Classroom for professional collaboration and development. A Lead Teacher runs the school technology team, provides instructional technology support throughout the school day, and facilitates after hours professional development.	School concepts in Grades K- 6, with offerings in delivery of this instruction with integration of technology.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	n/a		
3.	Relationships: Create a Culture that Values and Supports Learning for ALL Students		Faculty and staff focused on building relationships to support rigor and relevance that creates an environment that allows students to learning through Growth Mindset lessons and activities.	The school will continue participation with ICLE to implement the Rigor and Relevance Framework, build relationships, and focus on promotion of student ownership of learning with emphasis on Richard Cash’s “Self-Regulation in the Classroom: Helping Students Learn How to Learn.”
4.	Differentiated Programs for Diverse Learners		As stated earlier, School # 9 engaged in numerous professional development opportunities to meet its Receivership metrics. School #9 highlights the bilingual team’s collaborative work to research and refine the dual language program.	The school will increase support to recently arrived students’ social/emotional and academic needs, and will collaborate with community partners to secure resources to bolster support of these students’ academic, linguistic and social-emotional needs in students’ home language of Spanish.
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
	<p>The Community School Site Coordinator, CET, and SBPT regularly meet in collaboration with the school’s PTO and various Community Partners in order to achieve success in the following areas during the 2017-2018 school year:</p> <ol style="list-style-type: none"> 1. Meet the social and emotional needs of all students 2. Connect with additional community agencies to address gap areas identified by the needs assessment 3. Continue to actively engage families in all school activities, and support parent/family attendance by providing transportation, a dedicated, technologically-equipped space for parent/families to meet and utilize, and translation and child care as necessary <p>The Community School Site Coordinator, the Community Resource Teacher, CET, SBPT, PTO and various Community Partners started to implement the six priorities’ recommendations to strengthen our efforts as a community school. The team notes that the six recommendations are all at various levels of implementation, with most being underway, and the remaining being in the planning stages.</p> <p>The CET meeting minutes and roster can be found here.</p>	<p>The Community School Site Coordinator, CET, and SBPT will continue to meet in collaboration with the school’s PTO and various Community Partners in order to achieve success in the following areas during the 2018-2019 school year:</p> <ol style="list-style-type: none"> 1. Meet the social and emotional needs of all students 2. Connect with additional community agencies to address gap areas identified by the needs assessment 3. Continue to actively engage families in all school activities, and support parent/family attendance by providing transportation, a dedicated, technologically-equipped space for parent/families to meet and utilize, and translation and child care as necessary <p>Additionally, the school will undertake another iteration of a needs assessment in order to ensure alignment of resources to the emerging needs of the school community.</p> <p>The CET meeting minutes and roster can be found here.</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. 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. 				
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 – (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.)

<u>Budget Analysis</u>			
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.	<p>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <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>
PSSG:		<p>Expenditures are supporting programming at the school, and an amendment will be submitted as described below.</p> <p>Code 15 - Teacher hourly pay for ELT and professional development, supports to provide intervention services and supplemental supports for SWD.</p> <p>Code 16 - Civil service hourly pay to support ELT, community schools implementation, parent outreach; supplemental supports for SWD. Will be reduced to allow for increase to Code 15 for additional ELT and intervention services.</p> <p>Code 40 - Contracted services to provide professional development on the topics of social-emotional development and instructional rigor/relevance.</p> <p>Code 45 - Supplies as related to ELT, online subscriptions for adaptive software, play therapy supplies and materials to support SWD.</p> <p>Code 46 - Content-based field trips and enrichments for students, professional learning aligned to the school's initiatives.</p> <p>The RCSD is awaiting formal confirmation from NYSED as the the carryover of this grant.</p>	



SIG:	n/a		
CSG:		<p>Expenditures are supporting programming at the school. Accomplishments include:</p> <p>Code 15 - Full time Site Coordinator, additional hourly pay for ELT delivery acceleration</p> <p>Code 16 - Additional hourly pay for civil service and custodial</p> <p>Code 45 - Ordering laptops for site coordinator and parent liaison, ordering sports uniforms for school team launch, ordering screens for projection in family/community spaces, purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters</p> <p>Code 46 - Principal and Site Coordinator registered for February CS PD in NYC, parent transportation (bus passes) being purchased.</p> <p>The RCSD is awaiting formal confirmation from NYSED as the the carryover of this grant.</p>	

Part VI: Best Practices (Optional)

<u>Best Practices</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 evidence-based strong practices as outlined above and in the October quarterly report, and is showing improvement as a result.	
2.	
3.	

Part VII – Assurance and Attestation



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, Superintendent
Signature of Receiver: [Handwritten Signature]
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): Gaynelle D. Wethers
Signature of CET Representative: [Handwritten Signature]
Date: April 30, 2018



The University of the State of New York

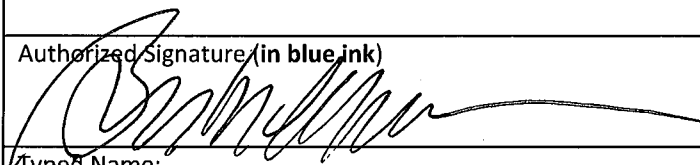
THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Rochester City School District	
School Name School No. 9	
Contact Person Sharon Jackson	Telephone (585)262-8272
E-Mail Address Sharon.Jackson@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