

Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 13, 2017

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	7%	15%	584
	Appointment Date: August, 2015						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

School #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:

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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.



Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.												
Indicator Code # 1 Priority School make yearly progress	NA	Y		No	Please see discussions below.	Aspects of AYP are discussed below.	Please see discussions below, as this is a cumulative measure of school improvement.												
Indicator Code # 5 School Safety	19	16		Yes	1. Additional staffing through our 21 st century grant includes: <ul style="list-style-type: none"> • One Lead Crisis Intervention/Prevention Specialist • Two Crisis Intervention/Prevention Specialists • Two Child and Family Therapists • One Program Manager for After School Family Support • Two Family Support Specialists • Director of School Based Programs 2. Community School Referral system	<ul style="list-style-type: none"> • Reconnect referrals • Suspension Referral 	<table border="1"> <thead> <tr> <th></th> <th>September</th> </tr> </thead> <tbody> <tr> <td>Long terms</td> <td>0</td> </tr> <tr> <td>OSS</td> <td>3</td> </tr> <tr> <td>Serious Index</td> <td>0</td> </tr> <tr> <td>Reconnect</td> <td>142</td> </tr> <tr> <td>ATS</td> <td>19</td> </tr> </tbody> </table>		September	Long terms	0	OSS	3	Serious Index	0	Reconnect	142	ATS	19
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				<p>3. Prevention Education workshops with a focus on: drug/alcohol use and abuse, dating and relationships, communication, decision making, problem solving, negotiation and conflict resolution, refusal skills, anger and stress management.</p> <p>4. Boys and Girls Club of Rochester offers a school-wide after school program for three hours each night</p> <p>5. A social-emotional learning continuum will be established by joining school and community resources that offer a universal, preventative system of positive behavioral supports through individual sessions, and group matched interventions</p> <p>6. Leader in Me initiative booster shots</p> <ul style="list-style-type: none"> ● Leadership curriculum used during daily leadership block ● Online resources to support Leader In Me curriculum ● Leadership curriculum written for k-8 ● Leadership Binder PD given to all staff <p>7. A student lounge was created to support positive behaviors</p> <p>8. A behavior resource team was developed and meet weekly to discuss common challenges</p> <p>9. MTSS/Behavioral Referral Process has been established with the outcome the identification of resources/supports needed for student(s).</p>		<table border="1"> <tr> <td>Mediations</td> <td>17</td> </tr> <tr> <td>Workshops Provided</td> <td>7</td> </tr> </table> <p>We have had 0 serious incidences in VADIR</p>	Mediations	17	Workshops Provided	7
Mediations	17									
Workshops Provided	7									



	15	18	Green	Yes	<ol style="list-style-type: none"> 1. MYON online reading program to support reading and intervention and literacy development. 2. Retired substitutes hired for administration of assessments so that instructional staff's time for instruction and planning remained consistent. 3. Model classrooms established with veteran teachers called Grade level Champions. These model classrooms will be in place to help develop new staff and the release time will support the development and alignment of all staff in an effort to create and develop highly effective practices. 4.. Professional Development has been held in the following areas: <ul style="list-style-type: none"> • The workshop components • Rituals and routines • The MTSS Tier Process • Reading and Writing Partnerships • Conferring Protocols • Aligning learning targets to benchmark assessment data • Teacher Participation Techniques • HOT questions • Progress Monitoring guidelines 5. Job-embedded instructional coaching to support teachers in fidelity to the Reading and Writing Units of 	<p>Professional Development Plan for weekly PLC's and MTSS Meetings.</p> <p>Baseline Profile Sheets for Reading levels, NWEA ELA, NWEA Math, IReady ELA middle school, I ready Math Middle School, PSI Screener</p> <p>Lesson plan check for all staff members completed</p>	<table border="1"> <tr> <td data-bbox="2075 282 2322 451">School wide Percentage of students reading at/above level:</td> <td data-bbox="2322 282 2475 451">20%</td> </tr> <tr> <td data-bbox="2075 451 2322 659">School wide Percentage of kids at or above NWEA ELA benchmark</td> <td data-bbox="2322 451 2475 659">18%</td> </tr> <tr> <td data-bbox="2075 659 2322 792">Percentage of kids at or above level on iReady ELA</td> <td data-bbox="2322 659 2475 792">11%</td> </tr> <tr> <td data-bbox="2075 792 2322 932">Percentage of kids at or above /level on iReady MATH</td> <td data-bbox="2322 792 2475 932">5%</td> </tr> <tr> <td data-bbox="2075 932 2322 1052"># of kids in PSI groups</td> <td data-bbox="2322 932 2475 1052">46</td> </tr> <tr> <td data-bbox="2075 1052 2322 1237"># of minutes on Myon</td> <td data-bbox="2322 1052 2475 1237">2, 702 minutes</td> </tr> </table>	School wide Percentage of students reading at/above level:	20%	School wide Percentage of kids at or above NWEA ELA benchmark	18%	Percentage of kids at or above level on iReady ELA	11%	Percentage of kids at or above /level on iReady MATH	5%	# of kids in PSI groups	46	# of minutes on Myon	2, 702 minutes
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<p>Indicator Code # 9 3-8 ELA All Students Level 2 & above</p>																			



					<p>Study curriculum, data-informed small group instruction, and providing feedback and goal setting with students via conferencing during the worktime.</p> <p>6. Classroom Libraries purchased so that students are offered wide-reading experiences including a balance of fiction and non-fiction text.</p> <p>7. Intervention support including: 13 coaches/intervention teachers supporting students with Tier II and/or Tier III needs during the Reading and Math intervention blocks</p> <p>8. Identification of common grade level strategies in response to fall benchmark data in order to accelerate student growth in reading level. This will be a consistent strategy as part of small group reading instruction which will be evaluated at a progress-monitoring check- in meeting to determine strategy effectiveness.</p>			
<p>Indicator Code # 15 3-8 Math All Students Level 2 and above</p>	15	15	Green	Yes	<p>1. Implementation of the workshop model in Mathematics which includes:</p> <p>2. Format (mini-lesson, work period, and closing);</p> <p>3. standards based mini lesson supported by anchor charts connected to a standard and with clear learning targets; flexible grouping;</p> <p>4. LASW using rubrics; and, sustained periods of time for independent practice.</p>	<p>9. NWEA Math</p> <p>10. Zearn</p> <p>11. Dreambox</p> <p>12. IReady Math for Middle School</p>	<p>School wide Percentage of kids at or above NWEA Math benchmark</p>	16%
							<p>Percentage of kids at or above /level on iReady MATH</p>	5%
							<p># of kids or minutes on Zearn</p>	156 Students



					<p>5. A full math intervention model implemented using iReady, dreambox and Zearn and data driven instruction</p> <p>6. School 45 year-long professional development plan will include a math strand.</p> <p>7. Intervention support including: 13 coaches/intervention teachers supporting students with Tier II and/or Tier III needs during the Reading and Math intervention blocks</p> <p>8. Math Program action research at grade 1.</p>		
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	<p>1. Purchased Science kits to align with major content expectations</p> <p>2. Met with BOCES facilitator for curriculum prioritization</p> <p>3. Science Labs Set up for 4th and 8th</p> <p>4. Greenhouse up and running by Student leadership team</p>	<p>Science Pre/Post Assessment</p> <p>NYS Test Prep daily warm ups</p>	Labs established
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)

Identify Indicator # and Name	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 goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Indicator Code # 2 Plan for and implement Community School Model	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> • Give and Takes every Friday • Help me read program with 15 volunteers • G2 • Community Chest • Food Link • Halloween in the Hallways • Community Service referral • Earth Works Summer Camp • School Supply Drive • Free Haircuts • Book drive • Clothing Give way • New partnership with new neighborhood business • Hurricane relief donations • Clothing led drives led by student leaders • Distributed flyer • Established 2 computers for community internet access 	We will continue to use the Community Schools Rubric to monitor growth toward this goal.	We have increased the number of school wide events and parent offerings by 100%.



					<ul style="list-style-type: none"> • Job opportunities available and updated weekly • Updated and distributed Needs and Assets survey • National Council for Black Woman • Boy Scouts/Girls Scouts • Community members as translators. • Community Services Support Referral added to the MTSS process 		
Indicator Code # 6 Family and Community Engagement (DTSDE Tenet 6)	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> • Open house • Parent breakfast • PTO meeting • Halloween in the Hallway • Financial literacy workshop • Leader in me workshop • Family game night • Poetry slam • Open computer lab for employment, resume writing • Online GED • Earthworks-nature • Weekly Robo calls • Calendars • Applications • Surveys • Emails • Home visits and phone calls welcoming new families 	We will continue to use the community School Rubric to assess progress	<ul style="list-style-type: none"> • Home visits 20 home visits from our parent liaison as of 10/20 111 home visits from our Home School Assistant as of 10/20 • Facebook 248 people following our facebook page 239 people liking our facebook page • Twitter 18 twitter posts
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
Indicator Code	14%	17%	Green	Yes	See Indicator #15	See Indicator #15	See Indicator #15



# 20 3-8 Math ED Students Level 2 and above								
Indicator Code # 94 Providing 200 Hours of Extended Day	NA	Y	Green	Yes	The length of the school day is an hour longer for a total of 200 hours a year. Students also have access to afterschool program 15 hours per week for an additional 600 hours a year.	We are on track to be compliant in all areas.	We have an additional 2 hours a day of instruction and the building is open an additional 3 hours for afterschool programing.	
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)

<p><u>Key Strategies</u></p> <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out



1.	New technology added that allows Zearn, MYON, Classcraft, Dreambox and IReady to be used.		<p>The 7th and 8th Grade students use their Chromebooks for all subjects and the 3,4,5,6 use their Chromebooks for math daily. In addition to the Chromebooks, School 45 also utilizes iPads in the Pre K-2 setting. There is also one computer lab that students have access to.</p> <p>Currently (6 Carts):</p> <p>7th Grade (2 Classes): Each class has their own cart (2)</p> <p>8th Grade (2 Classes): Each class has their own cart (2)</p> <p>ASD Classes 5th,6th,7th,8th (3 Classes): One cart for all ASD classes due to low number of students (1)</p> <p>3rd, 4th, 5th, 6th Grade classes are all sharing one cart for math time only (1)</p> <p>Projected (2 Carts):</p> <p>4th Grade will get a cart to share that will be housed in Ms. Ratner's Rm. (1)</p> <p>5th Grade will get a cart to share that will be housed in Ms. Herdzig's Rm. (1)</p> <p>Other Technology:</p> <p>There are also 5 laptop carts that will be utilized in the 3rd and 6th Grade Classes</p>
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.
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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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
	<p>Over the course of the past several months, the power of the receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this shift.</p> <p>Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school’s Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits.</p> <p>As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA.</p>



	<p>In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.</p>		
<p><u>Powers of the Receiver</u> Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.</p>			
Status (R/Y/G)	Analysis/Report Out		
	<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		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)



Community Schools Grant (CSG)			
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.			
Required Activities		Provide updates to each activity with regard to its planning, implementation, or operations.	
Community-Wide Needs Assessment (if one is being conducted in 17-18)			
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:		Completed	
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)		Completed	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)		Completed	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee		Completed Monthly	
Steering Committee (challenges, meetings held, accomplishments)		NA	
Feeder School Services (specific services offered and impact)		NA	
Community School Site Coordinator (accomplishments and challenges)		See Indicator 6	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		NA	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		NA	
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 VI – Budget



(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
Code 15 and 16	Green	All staff hired and hourly pay for Expanded Day, school counselor, intervention and instructional coaches is being spent as planned.

Part VII: 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. 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 the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	We implemented readers and writers workshop in the middle school along with grade monitoring and student leadership notebooks	
2.	We established classroom WIGS (Wildly important Goals) for parents to see in hallways.	
3.	We established a school-wide math intervention block.	



Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Barbara Deane - Williams
Signature of Receiver: [Handwritten Signature]
Date: 10/21/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Rhonda Morien

Signature of CET Representative: [Handwritten Signature]
Date: 10/20/17