

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: 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 (4, 5, 6, or 7?):			X + PSSG
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Sharon Jackson	Elizabeth Mascitti-Miller, <i>Chief of Superintendent's Receivership Schools and Innovation</i>		PK4 - 6	42.0% <i>Internal SPA data, 10/5/17</i>	13.8% <i>Internal SPA data, 10/5/17</i>	698 <i>Internal SPA data, 10/5/17</i>
	Appointment Date:	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. Based on 2016-2017 data results, School #9 met ten out of eleven indicators.



As a result, School #9 will continue and 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 CSC 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 Priority 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 is currently in the process of mobilizing resources to prepare for what is expected to be an influx of hundreds of students, and is committed to welcoming these students and families and 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 will provide informative session to identify resources such as housing, employment, and medical/mental health services.

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.
#1 – Priority School Make Yearly Progress		Make Progress		<p>The school did not meet 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>	Please see below.	Please see below.	Please see below.
#5 – School Safety	7	<5 Serious Incidents or 20% reduction = 5.6		<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><u>PBIS Practices:</u> School #9 continues with its strong PBIS practices (DREAM) to build community and maintain high standards for behavior.</p> <p><u>Play Therapy:</u> School #9 has implemented a playroom to support Play Therapy to address Social /Emotional needs for grades K-3.</p>	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Serious incident and referral data 	<p><u>Attendance Data:</u> 90.1% as of 10/23/2017, significantly higher than the District average of 84.9%.</p> <p><u>Suspension Data/</u> <u>Serious Incident Data:</u> Suspensions are down from this time last year, as per internal SPA data, with the school reducing the number of suspensions from four (4) at this time in SY1617 to one (1) for SY1718. School #9 has recorded 0 serious incidents year-to-date.</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 SY2017-2018.</p>	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 for this indicator for SY2017-2018.</p>	See Indicator #39.	See Indicator #39.	See Indicator #39.												
#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:</p> <p>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"> School #9 administrators conduct individual data meetings with each teacher. School #9 collaborated with IT Dept. to refine a data sheet/system to collect comprehensive data on each student and link it to the student’s AIS Plan. This allows for tracking of 	<ul style="list-style-type: none"> NWEA ELA Benchmark Assessment System: Fountas & Pinnell Writing Pre/Post Assessment MyOn 	<p>Fall NWEA Data:</p> <p>See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>15.89</td> </tr> <tr> <td>4</td> <td>25.49</td> </tr> <tr> <td>5</td> <td>17.58</td> </tr> <tr> <td>6</td> <td>30.14</td> </tr> <tr> <td>Total</td> <td>21.72</td> </tr> </tbody> </table>		Total Percentage Level 2 or Above	3	15.89	4	25.49	5	17.58	6	30.14	Total	21.72
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<p>#39 – 3 – 8 Math All Students MGP</p>	<p>48.76</p>	<p>51.17 or +2%</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 SY2017-2018.</p>	<p>each individual student’s data over time, and promotes alignment of resources to support student need.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> ● 40 teachers participated in Relationship, Relevance, and Rigor summer professional development. ● 100% of faculty and staff participated in Relationship, Relevance, and Rigor professional development (ICLE “Literacy for a Lifetime”) and will receive job-embedded follow-up coaching to teaching and administrative staff on the rigor/relevance framework, with the long-term goal of increasing capacity to provide instruction anchored in the theories of depths of knowledge, and ultimately increasing the cognitive rigor and cultural/linguistic relevance of instruction in all content areas. ● Rigor/Relevance Framework - Moving from Quad A to Quad D (ICLE - Bill Daggett) <p>Additional Interventions:</p>	<ul style="list-style-type: none"> ● NWEA Math ● Exit tickets ● ALEKS ● Quizzes 	<p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" data-bbox="2118 383 2475 760"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>28.04</td> </tr> <tr> <td>4</td> <td>38.23</td> </tr> <tr> <td>5</td> <td>25.28</td> </tr> <tr> <td>6</td> <td>30.14</td> </tr> <tr> <td>Total</td> <td>30.14</td> </tr> </tbody> </table>		Total Percentage Level 2 or Above	3	28.04	4	38.23	5	25.28	6	30.14	Total	30.14
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				<ul style="list-style-type: none"> • 100% of students receive interventions or enrichments during embedded ELT. • Targeted groups of students are receiving interventions in math in both English and 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 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.
#2 – Plan for and implement Community School Model	N/A	SED Rubric		The school met the progress target for 2016-17 for this indicator.	<ul style="list-style-type: none"> • Based on the recommendations provided by the needs assessment, the Community School Site Coordinator, CET, SBPT, PTO and 	<ul style="list-style-type: none"> • Community Resource Teacher • Monthly Parent Newsletter • Parent Volunteers • Parent Forum Attendance 	<ul style="list-style-type: none"> • School #9’s partnership with onsite health clinic has an average of 95% student enrollment.



				<p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>various Community Partners began to implement six specific recommendations in order to further implement the Community School Model.</p> <ul style="list-style-type: none"> • 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"> • Partnerships 	<ul style="list-style-type: none"> • School #9 has improved its ability to identify families’ needs and match them to resources—parent volunteers and community donations to support student learning opportunities - 100 new volunteers so far this year. • 27 families participated in the school’s “Path Forward” dialogue, providing input for how the district and school will move forward.
#18 – Math Hispanic Students Level 2 and Above	21%	46% or +6%age points = 27%		<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>70.3% of the school’s student population is considered “Hispanic.” This is a significant portion of the school’s All Student population.</p> <p>See Indicators #1 and #39.</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 SY2017-2018.</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 Indicators #1 and #39.</p>		



#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 SY2017-2018.</p>	<p>28.2% 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 Indicators #1 and #39.</p>			
#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 SY2017-2018.</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>	<ul style="list-style-type: none"> ● Attendance data ● School Safety data ● Staff/Student/Parent Satisfaction Survey ● Provider Survey 	See Indicator #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 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.	Use of technology in the classroom to deliver instruction		Students utilize computer based learning programs to support instruction. The personalized learning programs are Aleks, MyOn, Flocabulary, NewsELA, and Compass Learning. Teachers use Google Apps for Education to facilitate communication, digital projects, and collaboration among students. Teachers collaborate actively to create tasks/projects that are in the transformative levels of the SAMR model. Teachers integrate literacy instruction in content area subjects to provide additional support in ELA.	
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.	
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. With the leadership of the acting bilingual administrator, CSC, a bilingual teacher, and a bilingual CET parent traveled to Buffalo to visit School #33 to observe its robust dual-language program. Since their return, the team surveyed all staff on current practices regarding Part 154 to design a model for School 9. The kindergarten and first grade bilingual classes began implementation in the fall.	
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. 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>The Community School Site Coordinator, CET, and SBPT will regularly consult with the 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. As such, the CET team continues to organize its structures and committees to ensure diverse representation of the school's community with the support of the community school grant. The support includes the ability to provide childcare for meetings and events, and the ability to have a space that is more conducive to collaborative work in that it will have projection capabilities.</p> <p>The CSC, CRT, and CET parents held parent forums to gather parents voices for RCSD initiative PATH Forward.</p>
<u><i>Powers of the Receiver</i></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.	
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	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.)

<u>Community Schools Grant (CSG)</u>	
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)	School No.9 CSC with stakeholders completed Community-Wide Needs Assessments and identified priorities. See Attached
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	School No. 9 CET meets monthly or more to discuss recommendations, plan parent forums, and monitor progress. See Attached
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)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Community School Resource teacher (TOA) and the Community School Site Coordinator have begun distributing a monthly newsletter to families in their native language. In addition, all ROBO calls are being transmitted in English and Spanish. School No.9 also provides all written publications, meeting minutes, flyers home, calendars and any written material in the recipient's native language.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	School No.9 is in its second year with a full time Community School Site Coordinator that meets with grade level teacher teams regularly. Parents and community members have open access to our CSSC through phone, email and face-to-face. The CSSC regularly attends the CET meetings and other school wide community events.
Steering Committee (challenges, meetings held, accomplishments)	The CET (Steering Committee) meetings are held on the second Wednesday of every month. The biggest accomplishment is the current implementation of our community school development plan. Our development plan



	for the 2017-2018 school year is based on the needs assessment work conducted last year by all stakeholders. The primary challenge of our CET is getting all stakeholders to understand the role of the CET and how it differs from SBPT.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	The Community School Site Coordinator has been actively implementing the recommendations identified by the needs assessment (2017-2020) and outlined in the development plan. Accomplishments include: 120 parent volunteers, Utilizing ELT time to address the social and emotional needs of small groups of students, and conducting anti-bullying activities in support of October as Anti-Bullying and Prevention month. The primary challenge for the Community School Site Coordinator is the consistent coordination of services by partners. Additional protocols need to be developed.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review.. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.

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.
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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.



PSSG:		<p>Under NYSED review. Proposed expenditures include:</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.</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>
SIG:	n/a	
CSG:		<p>Under NYSED review. Proposed expenditures, for this school specifically, include:</p> <p>Code 15 - Community Schools Site Coordinator, hourly pay for teachers to conduct training in CPI, TCIS and Restorative Practices, hourly pay for Social Worker to create community database.</p> <p>Code 45 -ELT supplies and flexible fund to support families in transition, supports for dedicated space for parents/families, sports uniforms.</p> <p>Code 30 - Reconfiguration of space to support dedicated space and handicap entrance for parents/families and creation of space for primary dance classes.</p>

Part VII: Best Practices (Optional)

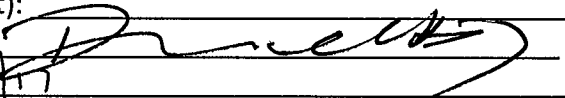
Best Practices		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best 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.	Literacy Integration into Content Area with QAR and Reciprocal Teaching	An additional guided reading group in content area subjects; for example, science or social studies to improve students' ability to read and respond to nonfiction text. Students demonstrate a better



		understanding of text features, analysis of the question (right there/ think and search); citing evidence from the text, and type of written response (opinion, persuasive, or argument) or informative. This year the school has begun to implement Reciprocal Teaching to improve students’ ability to comprehend and respond to text.
2.	Professional Development: Literacy for A Lifetime	School #9 has begun implementation of Relationship, Relevance, and Rigor professional development (ICLE “Literacy for a Lifetime”). 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, and 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.
3.	Bilingual Program Review – PART 154	CET members visited Buffalo PS #33 school to observe similar school to move towards a one-way dual language approach. Since their return, the team surveyed all staff on current practices regarding Part 154 to design a model for School 9. The kindergarten and first grade bilingual classes have begun implementation.

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: 
Date: 10/31/17

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.



Receivership Quarterly Report and Continuation Plan - 1st Quarter
July 1, 2017 - October 13, 2017
(As required under Section 211(f) of NYS Ed. Law)

Name of CET Representative (Print): Gaynelle Wethers
Signature of CET Representative: *Gaynelle Wethers*
Date: Oct 31, 2017