

Receivership Schools ONLY

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

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
School #45 Mary McLeod Bethune	261600010045	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort: SIG 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 NWEA and 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. development/implementation and evaluation/review of a strong core instructional program
2. delivery of targeted academic support and engaging enrichments aligned with student needs and interests
3. development, implementation, and maintenance of a Community School Model
4. improved social/emotional supports for students and their families

Detailed progress summaries of each key strategy can be found in the “Key Strategies” section of this report.



Receivership Quarterly Report and Continuation Plan – 3rd Quarter

January 31, 2017-April 28, 2017

(As required under Section 211(f) of NYS Ed. Law)

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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 2017-18 school year. All prompts submitted under the “2017-18 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



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

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u> Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
Indicator Code # 1 Priority School make yearly progress		NA			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	15% reduction in Serious Incidents	2	YES	• 7th and 8th grade team established updated common expectations for behavior and learning in classrooms with the students to increase student	Serious Incident Data A. Long Term Data	March/April May Data Suspensions by Month	1. Additional staffing for next year will include: <ul style="list-style-type: none">• One Lead Crisis Intervention/Prevention Specialist



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				<p>ownership.</p> <ul style="list-style-type: none">● Establishment of a Scholar System in order to mediate, repair and reenter students back into the classroom thereby minimizing loss of instructional time and building students’ social emotional skill set.● Comprehensive staff training in the development of student behavior plans.● Continuous development of resource manual with varied strategies for addressing social emotional and behavioral needs.● After school PD focused on trauma informed care.● Professional Book Circles about improving school climate.	<p>B. OSS Data</p> <p>C. Serious Index</p> <p>D. Reconnect Data</p> <p>E. ATS Data</p> <p>F. Mediations</p> <p>G. Workshops Provided</p>	<table><tr><th></th><th>March</th><th>April</th></tr><tr><td>Long terms</td><td colspan="2">20 to Date</td></tr><tr><td>OSS</td><td>5</td><td>9</td></tr><tr><td>Serious Index</td><td colspan="2">0.1</td></tr><tr><td>Reconnect</td><td>119</td><td>132</td></tr><tr><td>ATS</td><td>14</td><td>11</td></tr><tr><td>Mediations</td><td>30</td><td>15</td></tr><tr><td>Workshops Provided</td><td>37</td><td>20</td></tr></table> <p>Suspensions by Month</p> <p>Incidents by Month</p>		March	April	Long terms	20 to Date		OSS	5	9	Serious Index	0.1		Reconnect	119	132	ATS	14	11	Mediations	30	15	Workshops Provided	37	20	<ul style="list-style-type: none">● Two Crisis Intervention/Prevention Specialists● Two Child and Family Therapists● One Program Manager for After School Family Support● Three Family Support Specialists● Director of School Based Programs <p>2. Grant funded social emotional support activities</p> <p>3. Grant funded staff development with a focus on trauma</p> <p>4. Community Health Fair</p> <p>5. Community Round Table</p> <p>6. Community School Referral system</p> <p>7. 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>8. Boys and Girls Club of Rochester will be offering a school-wide after school</p>
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						<div><p>Incidents by Month</p><table><caption>Incidents by Month Data (Estimated)</caption><tr><th>Month</th><th>2016-2017</th><th>2015-2016</th><th>2014-2015</th><th>2013-2014</th><th>2012-2013</th></tr><tr><td>September</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>October</td><td>20</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>November</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>December</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>January</td><td>25</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>February</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>March</td><td>45</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>April</td><td>30</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>May</td><td>45</td><td>10</td><td>10</td><td>10</td><td>10</td></tr><tr><td>June</td><td>20</td><td>10</td><td>10</td><td>10</td><td>10</td></tr></table></div>	Month	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	September	10	10	10	10	10	October	20	10	10	10	10	November	10	10	10	10	10	December	10	10	10	10	10	January	25	10	10	10	10	February	10	10	10	10	10	March	45	10	10	10	10	April	30	10	10	10	10	May	45	10	10	10	10	June	20	10	10	10	10	<p>program for three hours each night</p> <p>9. Programs offered to parents include job preparation and searches, adult education classes, housing assistance, and computer classes. Parents will have access to recreational programs such as yoga, basketball, Zumba and Weight Watchers. A community/parent team will guide program interests as well as a community wide needs assessment. A Family Community Resource Center will serve parents after school hours. This includes help with food, clothing, shelter, medical, dental care and counseling services.</p> <p>10. 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>11. Joint professional</p>
Month	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013																																																																				
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								development opportunities that will focus on Restorative Practices, Trauma-Informed Care, Crisis as an Opportunity and other common language and instructional strategies for social-emotional development and learning. <ul style="list-style-type: none">Action plan for program goals that will be shared with staff and applicable stakeholders quarterly 12. Leader in Me Initiative will continue and include: <ul style="list-style-type: none">Procuring Leader.org grant that will include - Yr. 1 & 2 training for entire staffProvide consistent access to LIM consultant for embedded training and feedbackLeadership curriculum to be used during daily leadership blockOnline resources to support Leader In Me curriculum
Indicator	15%	3%	33.6%	YES	<ul style="list-style-type: none">School 45 performed pre and	<ul style="list-style-type: none">NWEA	NWEA Winter 16-17 Reading Projected	1. Continued



Code # 9 3-8 ELA All Students Level 2 & above		Increase	34.2%		post lesson plan calibration walkthroughs which were used to refine the focus for Professional Learning Community (PLC) meetings. The focus was on identifying and integrating learning targets in lesson plans and throughout lesson delivery.	<ul style="list-style-type: none">● Teacher WIGS (Wildly important Student Goals)● Middle School Report Card Analysis● Data Wall Establishment● Lesson Plan Calibration● Workshop Implementation Calibration K-6● Block Scheduling Calibration 7-8● Phonics Screener/Phonemic Awareness Screener● Sight word assessments● Kindergarten Screening-percentage of kids knowing letters sounds● IReady● Lucy Calkins Running Reading Records- % of kids hitting benchmark● Writing -percentage of students who showed growth from pre-to post <p>Other data tools include:</p>	Proficiency Report projects that 33.6% of students will score a level 2 and above on the NYS ELA exam in the Spring of 2017. February to March Reading Level Growth			implementation and training in the workshop model for Readers and Writers which includes: <ul style="list-style-type: none">● format (mini-lesson, work period, and closing);● standards based mini lesson supported by anchor charts connected to a standard and with clear learning targets;● flexible grouping;● LASW using rubrics;● Sustained periods of authentic reading.● Readers and Writers Workshop 2. Exploration of the role of conferencing as a method for: <ul style="list-style-type: none">● Looking at student work (formative-summative data, work products, etc.● Providing feedback● Participating in setting and monitoring student goals
							Up 1 or More Reading Levels		Up 2 or More Reading Levels	
							K	22/46=48%	4/23= 17%	
							1	29/31= 94%	18/37= 49%	
2	26/30=87%	14/18=78%								
3	30/38=79%	11/27=41%								
4	22/38=58%	21/30=70%								
5	30/39=77	7/19=37%								
6	4/8=50%	13/42=31%								
Total	163 /230 = 71%	88/196 = 45%								
Spring Sight Word Achievement By Grade Level										



					<ul style="list-style-type: none">● Good to Great Meeting Protocol● 7th and 8th grade Block Scheduling Calibration● Additionally, internal metrics for this indicator (using a combination of ELA and NWEA data) have identified that between 31.7 and 34.1% of students with attendance of 85% or greater will meet this target this year.	<table><tr><th>Percentage of students scoring in each sight word band according to the Fry sight word list, March, 2017</th><th>Kindergarten (69 students)</th><th>1st Grade (67 students)</th><th>2nd Grade (37 students with a sight word goal)</th></tr><tr><td>0-10</td><td>7%</td><td>0%</td><td>0%</td></tr><tr><td>11-20</td><td>12%</td><td>6%</td><td>2%</td></tr><tr><td>21-30</td><td>17%</td><td>1%</td><td>0%</td></tr><tr><td>31-40</td><td>16%</td><td>4%</td><td>0%</td></tr><tr><td>41-50</td><td>12%</td><td>1%</td><td>0%</td></tr><tr><td>51-75</td><td>29%</td><td>10%</td><td>0%</td></tr><tr><td>76-100</td><td>1%</td><td>6%</td><td>2%</td></tr><tr><td>101-150</td><td>1%</td><td>18%</td><td>0%</td></tr><tr><td>151-200</td><td>0%</td><td>15%</td><td>24%</td></tr><tr><td>201+</td><td>0%</td><td>43%</td><td>71%</td></tr></table> <table><tr><th colspan="5">School Wide Writing Growth</th></tr><tr><th></th><th>Decreased</th><th>Growth</th><th>Stayed the Same</th><th></th></tr><tr><td>Grade K</td><td>68</td><td>63%</td><td>37%</td><td>0%</td></tr><tr><td>Grade 1</td><td>43</td><td>93%</td><td>7%</td><td>0%</td></tr><tr><td>Grade 2</td><td>42</td><td>71%</td><td>29%</td><td>0%</td></tr><tr><td>Grade 3</td><td>59</td><td>63%</td><td>37%</td><td>0%</td></tr><tr><td>Grade 4</td><td>65</td><td>67%</td><td>54%</td><td>3%</td></tr><tr><td>Grade 5</td><td>45</td><td>60%</td><td>36%</td><td>4%</td></tr><tr><td>Grade 6</td><td>41</td><td>54%</td><td>37%</td><td>10%</td></tr><tr><td>Total</td><td>363</td><td>63%</td><td>35%</td><td>2%</td></tr></table>	Percentage of students scoring in each sight word band according to the Fry sight word list, March, 2017	Kindergarten (69 students)	1st Grade (67 students)	2nd Grade (37 students with a sight word goal)	0-10	7%	0%	0%	11-20	12%	6%	2%	21-30	17%	1%	0%	31-40	16%	4%	0%	41-50	12%	1%	0%	51-75	29%	10%	0%	76-100	1%	6%	2%	101-150	1%	18%	0%	151-200	0%	15%	24%	201+	0%	43%	71%	School Wide Writing Growth						Decreased	Growth	Stayed the Same		Grade K	68	63%	37%	0%	Grade 1	43	93%	7%	0%	Grade 2	42	71%	29%	0%	Grade 3	59	63%	37%	0%	Grade 4	65	67%	54%	3%	Grade 5	45	60%	36%	4%	Grade 6	41	54%	37%	10%	Total	363	63%	35%	2%	<p>This will include conferences between:</p> <ul style="list-style-type: none">● Teacher/student● Student/Parent● Student/Student● Teacher/Administrator <p>3. Partnership with Earthworks will occur to align with Reading and Writing Units of Study with field study experiences.</p> <p>4. myON online reading program to support reading and intervention and literacy development. myON reader personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. This program will support the school’s efforts to provide tiered reading interventions for students.</p> <p>5. Assessment plan to include full release for teachers so that administration of assessments will not impeded instructional staff’s time for instruction and planning. School 45 will use substitute teachers to supplement staff in the</p>
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							<p>administration of these assessments.</p> <p>6. School 45 will provide substitute teachers to release teachers so they can observe other classrooms as part of the school’s professional development. The school will create “model classrooms” with veteran teachers and then use these classrooms as exemplars for newer staff. 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. The model classroom initiative will be supported by Model Schools trip to the Eagle Rock School in Estes Park Colorado. This professional development opportunity focuses on engaging the disengaged middle school learner.</p> <p>7. Genius Hour – The addition of a Genius Hour teacher to implement</p>
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								differentiation of instruction through project based learning and legacy projects to support middle school ELA and Mathematics instruction.																																			
Indicator Code # 15 3-8 Math All Students Level 2 and above	15%	3% Increase	25.7% 28.0%	YES	<ul style="list-style-type: none">Supplemental math intervention groups based on benchmark dataUse of common assessments in grades 3-8 to guide instructionStrategic use of technology to support instruction (Dreambox, Zearn, Compass)Standards checklists were created at every grade level for math as a conferencing/ instructional toolGrade level prioritization of standards within pacingMath training sessions with Central Office Math Director and Lead teacher	<ul style="list-style-type: none">RCSD Common Math AssessmentsMath ChecklistsNWEAKindergarten ScreeningNYS 3-8 AnalysisDistrict pre/post assessments	NWEA Winter 16-17 Mathematics Projected Proficiency Report projects that 25.7% will score a level 2 and above on the NYS Mathematics exam in the Spring of 2017.	<ol style="list-style-type: none">Implementation of the workshop model in Mathematics which includes:<ul style="list-style-type: none">Format (mini-lesson, work period, and closing);standards based mini lesson supported by anchor charts connected to a standard and with clear learning targets;flexible grouping;LASW using rubrics; and, sustained periods of time for independent practice. An Instructional Rounds initiative will support the workshop models implementation at School 45. Leadership staff will regularly monitor the																																			
						See indicator #1 above	<table><tr><th>Grade</th><th>Assessment</th><th>GL Ave.</th><th>Median Score</th><th>% change from fall</th></tr><tr><td>3</td><td>CFA #2</td><td>42%</td><td>38%</td><td>+18%</td></tr><tr><td>4</td><td>CFA #3</td><td>25%</td><td>23%</td><td>-4%</td></tr><tr><td>5</td><td>CFA #4</td><td>28%</td><td>28%</td><td>+5%</td></tr><tr><td>6</td><td>CFA #5</td><td>32%</td><td>30%</td><td>+15%</td></tr><tr><td>7</td><td>CFA #6</td><td>41%</td><td>NA</td><td>+22%</td></tr><tr><td>8</td><td>CFA #2</td><td>33%</td><td>NA</td><td>+15%</td></tr></table>		Grade	Assessment	GL Ave.	Median Score	% change from fall	3	CFA #2	42%	38%	+18%	4	CFA #3	25%	23%	-4%	5	CFA #4	28%	28%	+5%	6	CFA #5	32%	30%	+15%	7	CFA #6	41%	NA	+22%	8	CFA #2	33%	NA	+15%
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Additionally, internal metrics projecting growth for this indicator (using a combination of Math and NWEA data) suggest that between 21.4 to 35.0% of students with attendance of 85% or greater will meet this target this year.																																											



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								components of the workshop model and give feedback to teachers. Instructional rounds data will also inform professional development to support the school's priorities. Teacher Academy – Professional Development to support the school's instructional priorities. 1. New teacher development. 2. Readers and writers units. 3. Assessment plan 4. Standards based grading system. 5. Long range curricular planning. 6. Afterschool clubs. A full math intervention model will be implemented using iReady, dreambox and Zearn and data driven instruction School 45 year-long professional development plan will include a math strand. See Indicator #9
Indicator Code # 33	49.32	1% Increase		NO	● Use of ELA common assessments in grades 3-8 in order to guide	NWEA Bands (norms)	This is an annual State-provided measure, relative to other students in the State.	See Indicator #9



3-8 ELA All Students MGP					instruction following analysis of assessments during PLC <ul style="list-style-type: none">● Implementation and focused professional learning of Units of Study in Reading and Writing● Common assessment and instructional language school wide through use of Units of Study learning progressions and rubrics.● Separate RtI blocks were established at K-8 to provide evidence-based intervention programs aligned with student data.	See Indicator #9 above	Hence, projections are not available.							
Indicator Code # 39 3-8 Math All Students MGP	42.67	1% Increase		YES	<ul style="list-style-type: none">● Math common assessments coupled with walkthrough data indicated a need to address pacing and opportunities for closing achievement gaps.● Coaches worked with teachers to identify priority standards that must be addressed as part of their math programs.● In addition, math technology tools were identified and made available to classrooms to support math intervention.	See Indicator #1.	This is an annual State-provided measure, relative to other students in the State. Hence, projections are not available.	See Indicator #15						
Indicator Code # 85 Grades 4 and 8 Science All Students	23%	3% Increase		YES	<ul style="list-style-type: none">● School No. 45 partnered with Xerox weekly for a hands on science focus● To address the challenge of having enough time to teach all content areas deeply, teachers	2016 NYS Science exam results indicated the school exceeded its goal for this indicator by increasing from 23% to 46% and goal was 44%	<table><tr><th colspan="3">NWEA Science Science</th></tr><tr><td>Percentiles</td><td>4th</td><td>8th</td></tr></table>	NWEA Science Science			Percentiles	4th	8th	1. Development and implementation of a comprehensive plan for the integration of Science performance tasks from grade 3 to
NWEA Science Science														
Percentiles	4th	8th												



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January 31, 2017-April 28, 2017

(As required under Section 211(f) of NYS Ed. Law)

Level 3 and above				at School 45 developed and implemented one integrated thematic unit at each grade level that offered students more Science instruction, for example, Extreme Weather Conditions as a topic for exploration at Gr. 7 & 8. <ul style="list-style-type: none">This work uncovered the need for PLC meeting time to be dedicated to sharing information about UBD, and the process for integrated standards-based instruction. and assessment.	at levels 3 or above.	<table><tr><td>1-40%</td><td>28</td><td>32</td></tr><tr><td>41-80%</td><td>21</td><td>9</td></tr><tr><td>81-99%</td><td>2</td><td>3</td></tr></table>	1-40%	28	32	41-80%	21	9	81-99%	2	3	<div>grade 8.</div> <div>2. A section of Living Environment will be added for 8th graders to increase rigor and provide a credit course.</div> <div>3. School 45 will transition their Technology class to a credit bearing course for 7th and 8th grade.</div> <div>4. The school will restore their science lab into a STEM Room to incorporate Mindstorm Robotics, coding and 3-Dimensional printing for the design process.</div> <div>5. Students will attend and Outward Bound Trip at SUNY Collee of Environmental Science & Forestry where they will complete field studies and interdisciplinary projects that align with NYS Science Curriculum for grades 3 – 8.</div>
	1-40%	28	32													
	41-80%	21	9													
	81-99%	2	3													
			4t													
			4th Grade Average Score 192.4													
			8th Grade Average Score 203.7													
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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator																		
Indicator Code # 2 Plan for and implement Community School Model	NA	50% of targets are met		YES	<ul style="list-style-type: none">• Site Coordinator position added• Deep needs assessment and relationship building• Summer Movie Nights in the park• Community basketball• ½ day release supplemental programming• Mandated monthly newsletter home• Mandated two family events for every teacher• Community Organizations’ Meet and Greet• Genesee Mental Health-enhance a more therapeutic approach• Leadership Day	<ul style="list-style-type: none">• The Community School coordinator is using a Community service referral form to be filled out by staff to help identify the student's/family possible needs, that can be addressed to the benefit of the student• The	<table><tr><th colspan="2">Needs Assessment Data</th></tr><tr><td colspan="2">Student Needs identified by parents</td></tr><tr><td>Homework Help</td><td>58.3%</td></tr><tr><td>Reading Tutoring</td><td>59.2%</td></tr><tr><td>Math tutoring</td><td>59.2%</td></tr><tr><td>Music and instrument lessons</td><td>47.6%</td></tr><tr><td>Healthy Relationships Support</td><td>33%</td></tr><tr><td>Violence Prevention Support</td><td>35%</td></tr><tr><td>Nutrition and Cooking Classes</td><td>40.8%</td></tr></table>	Needs Assessment Data		Student Needs identified by parents		Homework Help	58.3%	Reading Tutoring	59.2%	Math tutoring	59.2%	Music and instrument lessons	47.6%	Healthy Relationships Support	33%	Violence Prevention Support	35%	Nutrition and Cooking Classes	40.8%	1. As a hub of resources for the community, the school will use its community partners to offer a range of supports, opportunities, and activities such as: <ul style="list-style-type: none">• Blessing box• Kids drive• Establish better relationships with community partners (monthly meeting)• Updates/simplify (parent friendly) the Needs and Assets survey (obtain data in September to better assist students and
Needs Assessment Data																										
Student Needs identified by parents																										
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Receivership Quarterly Report and Continuation Plan – 3rd Quarter

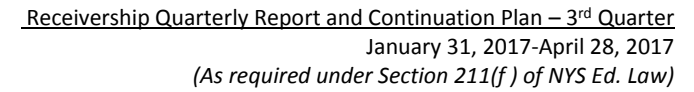
January 31, 2017-April 28, 2017

(As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">● Multicultural Festival● Community Services referral system to better assist in addressing student needs● Needs and Assets Survey to better assist community families and their needs and their desire for assistance from community organizations and school.● E3 technology demonstration	<div>Community School Coordinator has created a Needs and Assets Survey as a tool to identify student as well as family needs/supports</div> <ul style="list-style-type: none">● Social in-school events to focus on parent/ community engagement	<table><tr><td>Garden Club</td><td>30.1%</td></tr><tr><td>Dealing with Bullying/Internet Responsibility</td><td>43.7%</td></tr><tr><td>Counseling</td><td>35.9%</td></tr><tr><td>Doctor/Dentist Appointment</td><td>28.2%</td></tr><tr><td>Computer Classes</td><td>37.9%</td></tr><tr><td>Educational Field trips</td><td>45.6%</td></tr><tr><td>Other</td><td>102.%</td></tr></table> <div><div>My family feels supported and encouraged by school 45</div><table><tr><td>1-Strongly Disagree</td><td>4.6%</td></tr><tr><td>2-Somewhat</td><td>3.7%</td></tr><tr><td>3-Mostly</td><td>33.3%</td></tr><tr><td>4-Strongly Agree</td><td>58.3%</td></tr></table></div> <div>1. Community School Rubric Components<ul style="list-style-type: none">● Partnerships● Community Engagement Team● Identification of a staff person to manage the Community School</div>	Garden Club	30.1%	Dealing with Bullying/Internet Responsibility	43.7%	Counseling	35.9%	Doctor/Dentist Appointment	28.2%	Computer Classes	37.9%	Educational Field trips	45.6%	Other	102.%	1-Strongly Disagree	4.6%	2-Somewhat	3.7%	3-Mostly	33.3%	4-Strongly Agree	58.3%	<div>families)</div> <ul style="list-style-type: none">● Opening year event to engage community and partners.● Monthly events
Garden Club	30.1%																													
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							<div>strategy</div> <ul style="list-style-type: none">● Steps to conduct a comprehensive school and community needs assessment● Steps to analyze the results of the needs assessment● Data-driven decision-making● Short-term strategies to improve student learning● Three-year strategy● Using same criteria to enroll students															
<div>Indicator Code # 6</div> <div>Family and Community Engagement (DTSDE Tenet 6)</div>	<div>Ineffective</div>	<div>NA</div>		<div>YES</div>	<ul style="list-style-type: none">● Donuts with Dads● Muffins with Moms● PTO meetings● Honors celebration● Roller Skating party● Make and Take- Calming bottles● Fundraisers● Communication with families and community through flyers, robocalls, facebook, twitter, posters.● Assisting families in areas such as rental or job applications, computer access and printing needs.● Assisting families in areas with academic and social/emotional needs in order to best link to community organizations● Home visits to engage with families and community	<div>DTSDE Ratings: Tenet 6</div> <ul style="list-style-type: none">● The school has met the requirement for this indicator in Year 1 based on the results of the Demonstrable Improvement Indicator Review completed in June 2016.	<ul style="list-style-type: none">● Parents have been involved in parental events in the building 267 times this quarter.● Our PTO became fully functioning with a president and vice president. <table><tr><th colspan="2">Identified Parent Needs</th></tr><tr><td>Cooking and Nutrition Classes</td><td>39.9%</td></tr><tr><td>Parenting Skills Classes</td><td>35.2%</td></tr><tr><td>Computer Skills Classes</td><td>35.2%</td></tr><tr><td>Access to a computer lab</td><td>39.6%</td></tr><tr><td>Self Defense Classes</td><td>47.3%</td></tr><tr><td>Open/ Free Dance</td><td>36.6%</td></tr></table>	Identified Parent Needs		Cooking and Nutrition Classes	39.9%	Parenting Skills Classes	35.2%	Computer Skills Classes	35.2%	Access to a computer lab	39.6%	Self Defense Classes	47.3%	Open/ Free Dance	36.6%	<div>1. Encouraging collaboration and commitment between the school, parents, and students the school will provide opportunities for family and community engagement through:</div> <ul style="list-style-type: none">● Dads event● Moms Event● Game night with families● Establish and develop PTO and monthly meetings● Initiative to increase student attendance, for instance Mustache Monday (Attendance Action team)● Development of
Identified Parent Needs																						
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							<div>Counseling</div>		
Indicator Code # 14 3-8 ELA ED Students Level 2 and above	14%	3% Increase		YES	Indicator # 33	See indicators #1 and #9 above <ul style="list-style-type: none">● The ED subgroup is a substantial part of the all-student population. This group is receiving additional support on an as-needed basis as identified by assessments, and demonstrates an upward trend on NYS 3-8 ELA assessments.● Internal metrics projecting growth for this indicator (using a combination of ELA and	NWEA Winter Projected Proficiency report predicts that 32.7% of ED students will score a Level 2 and above on the NYS ELA exam.	See Indicator #9 See Community School Indicator #2 above for areas that show community supports to address needs of the economically disadvantaged	



						NWEA data) suggest that between 31.7 and 34.1% of students with attendance of 85% or greater will meet this target this year.		
Indicator Code # 20 3-8 Math ED Students Level 2 and above	14%	3% Increase		YES	Indicators #15 & 39	(See indicators #1 and #9 above ● The ED subgroup is a substantial part of the all-student population. This group is receiving additional support on an as-needed basis as identified by assessments, and demonstrates an upward trend on NYS 3-8 ELA assessments.	NWEA Winter 16-17 Mathematics Projected Proficiency report predicts 24.8% of ED students will score a Level 2 or above on the NYS Mathematics exam in Spring 2017.	See Indicator #15 See community school indicator #2 above for areas that show community supports to address needs of the economically disadvantaged



						<ul style="list-style-type: none">Internal metrics projecting growth for this indicator (using a combination of ELA and NWEA data) suggest that between 31.7 and 34.1% of students with attendance of 85% or greater will meet this target this year.		
Indicator Code # 94 Providing 200 Hours of Extended Day	NA	NA		YES	<ul style="list-style-type: none">Academic Programming focused on ELA and Math RtIEnrichment Programming focused on Leadership/Leader in Me during Leadership Block K-6 and Advisory 7-8. Components include explicit instruction of the 7 Habits, Leadership Notebooks, Service Learning and Club DayCommunity Based Partnerships include Center for Youth social emotional support and Boys and Girls Club enrichment opportunities on Club Day	<ul style="list-style-type: none">ELT time and participation requirements (1,339 hrs)ELT component requirementsELT academic programmingUse of certified	Mid-Year Self-assessment demonstrates that School 45 is compliant in all areas in providing 200 hours of extended day.	<ol style="list-style-type: none">Schoolwide leadership block will start the day and will include:<ul style="list-style-type: none">Prepared lesson plans to be used by staff to teach the principles espoused in Leader In MeService Learning ProjectsCross-grade level collaborations organized around the 7 HabitsCommunity Meeting opportunities



				<ul style="list-style-type: none">Teacher collaboration and professional development occur weekly during one hour PLC and 40 minute RtI and Troubleshooting meetings	<p>teachers</p> <ul style="list-style-type: none">Interim assessmentsUse of data to inform programmingELT enrichment programmingCommunity-based PartnershipsStudent and Family VoiceELT services supporting social and emotional developmentTeacher and community partner collaborationTargeted professional development		
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Additional Key Strategies – (As applicable)

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

<u>Key Strategies</u> Identify any key strategies being implemented during the current reporting period that are <u>not described in Part I or II above</u> , but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2017-18 School Year Continuation Plan	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part 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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
Green	Our Community Engagement team meets monthly. The focus of this team is to strengthen our current partnerships by increasing accountability through more careful monitoring of partners connections to school instructional and social emotional priorities.	<ol style="list-style-type: none">1. Partners will be required to report out progress data at monthly CET meetings2. Partners will be asked to share evidence of connection to instructional and socio priorities at monthly meetings.3. Additional partners will be added to the team as well as teachers.

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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	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	<p>In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include:</p> <ul style="list-style-type: none">• Increased autonomies and supports directly to the buildings via the budget process• Comprehensive Professional Development Plan for 17-18, including PLC text based group• Receivership summer literacy conference



	<p>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>	
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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 V – Budget – (As applicable)

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

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and	Status(R/Y/G	If expenditures from the approved 16-17 FS-10 and	ALONG WITH THIS REPORT/CONTINUATION



describe the budget item or activity.)	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.	PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>: • SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/
Code 15 and 16		All staff hired and hourly pay for Expanded Day, school counselor, intervention and instructional coaches is being spent as planned.	

Part VI: *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 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. Practice with a focus on high repetition for Sight Words in grades K-2	A sight word instructional protocol was created in order to offer individualized instruction, a high degree of repetition and consistent assessment especially in grades K-2. This sight word protocol is practiced daily with individual students in small group instruction during the Reader's Workshop. We have noticed an increase in the rate of sight words read automatically each week by K-2 students.	
2. Instructional planning and collaboration with colleagues.	After the winter benchmark, the Kindergarten team began implementation of Leveled Literacy Intervention in Kindergarten for all students at least 3x20 in an effort to accelerate growth in order for students to read at an independent level C or D by the end of the school year.	
3. Assessment to inform instruction— data analysis and Collaboration with colleagues	Quarterly data analysis meetings with teams so that strengths, needs, and instructional next steps are identified and planned with grade level team members and intervention teachers. Teachers work to differentiate in the areas of group members, frequency, and programming as aligned with quarterly data results.	
4. Integration-- Cross Content Thematic Unit Planning	Grade level teams collaborated with special subject and support staff to create a thematic unit that merged the arts/special subject areas with literacy, math, social studies, and/or science. Examples of units ranged from author studies, to habitat research, to local community research, to roller-coaster design.	

Part VII – Assurance and Attestation

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

Name of Receiver (Print):

Barbara Deane-Williams

Signature of Receiver:



Date:

5/26/17

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mike Boehm

Signature of CET Representative:



Date: 5/24/17