

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:				
Dr. Martin Luther King School #9	261600010009	Rochester City School District		Check which plan below applies:				
				SIG			SCEP	
				Cohort:			X + PSSG	
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment	
Barbara Deane-Williams	Sharon Jackson	Beth Mascitti-Miller- Chief of Intensive Supports and Innovation		PreK - 6	41% <i>Internal SPA data, 5/10/17</i>	15% <i>Internal SPA data, 5/10/17</i>	695 <i>Internal SPA data, 5/10/17</i>	
	Appointed 2001	Michele Alberti-White, Executive Director of School Innovation Kirstin Pryor, School Ambassador, Office of School Innovation						

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. The data projects School #9 to meet at least nine out of eleven indicators.

School #9 continued to offer its students and families a robust expanded day program that differentiates learning opportunities to meet the needs of diverse learners; for example, targeted interventions, enrichments, and accelerations. In addition, School #9 expanded day programming embedded social-emotional supports into the day. With the PSSG resources, School #9 hired additional personnel to reduce student group size, increase frequency, and expand intervention time by thirty minutes. Furthermore, to meet Receivership metrics, School #9



continued to maintain and expand structures to engage staff in continuous professional learning. For example, professional development to improve teachers' ability to teach the craft of writing and guided reading, embedded literacy instruction to content area subjects such as math, science, and social studies. Also, School #9 provided professional development on the use of technology to document best practices and student data collection. The targeted professional development also included a training series on trauma-responsiveness and mindfulness.

School #9 made great strides to establish a community school. The community school coordinator (CSC) began to build collaborative relationships with families and with stakeholders within and outside of the school. The CSC cultivated partnerships with community resources to focus on and address supports for the following: students with attendance concerns; family engagement and supports (housing/employment); and stakeholders' identification of the assets and needs of our community. In addition, the CSC continued to synthesize feedback from stakeholders into a needs assessment to prioritize no more than five and no less than two vital recommendations for the School 9 Community Engagement Team to focus on 2017-2018 year. Furthermore, School #9 shared the support to the families who benefitted from the coordinated efforts of our faculty to remove barriers to improve the lives; for example, employment. Also, School #9 CSC collaborated with key stakeholders to plan an inclusive group travel to the Model Schools Conference to develop the concepts of a community school.

Finally, with the successful award of the 21st Century Community Learning Center grant with partner Baden Street, School #9 is well on its way to defining and operationalizing its community school vision.

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)

LEVEL 1 Indicators								
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	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
Yearly progress		Make AYP	Red	No	Please see below.	Not applicable.	School 9 did not make AYP last year and is unlikely to do so given what it requires. Please see below.	
School Safety	7	<6, or 15% reduction = 5.95	Green	Yes	School 9 continues with its strong PBIS practices (DREAM) to build community and maintain high standards for behavior. This quarter saw	Referrals, suspensions and serious incidents # of requests for Social-emotional support	School 9 has recorded 1 serious incident year-to-date. This is far below the target and the school will make this metric.	



					<p>the following adjustments to deepen the school's ability to respond to students:</p> <ul style="list-style-type: none"> • 18 faculty in the 24-hour training on Therapeutic Crisis Intervention (TCIS) on Saturdays which the PSSG funds enabled. • 13 faculty working with the Behavior specialist 		<p>The school has a strong climate and serious discipline is not a concern. The school has 13 incidents and 12 suspensions this year, and has significantly reduced the total number of days suspended over prior year.</p> <p>Social Workers received 25 referrals to support students with social relationships, attendances, or family issues.</p>	
3-8 ELA All Students Level 2 & above	25%	42%, or +3%age points = 28%	Yellow	Likely yes, but not certain.	<p>Actions this quarter:</p> <ul style="list-style-type: none"> • An ELA block by emphasizing literacy in Social Studies and Science content blocks. • 46 teachers are attending PD on writer's workshop, before and after school. • 100% of students received intervention during the expanded day 	District Data	<p>The percentage of students who are projected to score Level 2 and above on either the fall or winter NWEA is 24%, which is close to, but below, the target. With the additional time devoted to literacy, the school is likely to meet this indicator.</p>	<p>While the full continuation plan will be developed at a later date, per SED guidance, School 9 is preparing for targeted and seamless enrollment into summer learning opportunities with higher education partners.</p>
3-8 Math All Students Level 2 and above	27%	41%, or +3%age	Green	Yes	The PSSG amendment enabled an increased number of substitutes to	District Data	The percentage of students who are projected to score Level	



		points = 30%			provide push-in and pull out interventions in this quarter.		2 and above on either the fall or winter NWEA is 33%, which exceeds the target.	
3-8 ELA All Students MGP	48.68	50.72, or +1%	Green or Yellow?	Yes	School 9 continued to hold individual data meetings with each teacher. School 9 collaborated with IT Dept. to refine a data sheet/system to streamline comprehensive data on each student and to link to the student's AIS Plan and to track each student's date overtime to next year's teachers.	This measure is difficult to predict however internal progress monitoring data (NWEA) indicates that there is potential to meet the indicator.	Based on the fact that school 9 met this metric last year with an MGP of 52.6, it is within reach. One continual challenge to ensuring student growth is associated with the staffing of School 9's CASE and the transition to a Teacher in Charge of Special Education model.	
3-8 Math All Students MGP	48.76	51.17, or +1%	Green	Yes		This measure is difficult to predict however internal progress monitoring data (NWEA) indicates that there is potential to meet the indicator.	Based on the fact that school 9 met this metric last year with an MGP of 62, and has continued the same strategies, this is likely.	
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
Plan for and implement Community School Model	NA	SED rubric	Green	Yes	<p>School #9 was successful in securing a 21st Century Learning Community Center grant, with partner Baden Street Settlement as the lead agency.</p> <p>The Community School Site Coordinator devoted his efforts this quarter to finish the Needs Assessment and asset map. The completion of this work will generate a series of recommendations to CET select for implementation to support our Community School during 2017-2018. The Community School Rubric Report will provide more details on our ability to building relationships, inventorying partnerships,</p>	<ul style="list-style-type: none"> • Successful grant award. • Site Coordinator reports to CET and principal with milestones. • Site Coordinator participates in emerging professional learning group with Site Coordinators at 4 other emerging community schools. • Artifacts from the needs and asset assessment are being organized in google environment, which 	<p>Based on SED's rubric, which in turn is based on best practice, School 9's community school strategy is successfully emerging. Evidence:</p> <ul style="list-style-type: none"> • The robust expanded learning programming (detailed below) in conjunction with community partners. • The partnership with onsite health clinic with an average of 94% student enrollment • Improved ability to identify family's needs and match them to resources—new partnerships built for legal aid, library system and employment opportunities. • Successful grant application with Baden Street. 	<p>Based on the recommendations provided by the needs assessment, the Community School Site Coordinator, CET, SBPT, PTO and various Community Partners will implement 2-5 specific recommendations in order to further implement the Community School Model.</p>



					reviewing multiple data sources and gathering stakeholder input.	enables collaborative progress monitoring.	<ul style="list-style-type: none"> Site Coordinator, with the guidance of CET and SBPT, has led a subcommittee of community partners and teachers to collaboratively build the needs Assessment and asset map that will include a series of recommendations for implementation of the Community School Model. 	
3-8 Math Hispanic Students Level 2 and above	21%	39%, or +3%age points = 24%	Green	Yes	In this last quarter, the PSSG amendment allowed School 9 to hire 3 additional bilingual staff (1 per diem substitute and 2 Teaching Assistants). These staff work in classrooms and in pull-out intervention groups, supporting the bi-lingual classrooms. This work is tightly targeted using multiple forms of data from blended learning platforms and teachers.	NWEA winter benchmark	Using the Winter NWEA, 29% of this subgroup is projected to score Level 2 or above, which is above the target.	
3-8 Math ED Students Level 2 and above	27%	37%, or +3%age points = 30%	Green	Yes	See math discussion above.		Using the Winter NWEA, 32% of this subgroup is projected to score Level 2 or above, which is above the target.	
3-8 Math Black Students MGP	47.84	48.96, or +1%	Yellow		Please see above.	Given that this data point is relative to other students in the state, there is no formative measure other than the progress monitoring the school already does.	The school did meet it last year.	
Providing 200 Hours of Extended Day	NA	SED Rubric	Green	Yes	All students continued to participate in Intervention, Enrichment and Acceleration opportunities. Winter NWEA data was analyzed to align students'	Academic and school measures. Student interest.	Based on the SED rubric, school 9 meets all criteria. It uses a 7.5 hour day to support and develop the whole child, using academic, physical and social-emotional data. School 9	



				goals and individualized learning plans for targeted intervention and enrichment opportunities.		continues to offer students voice and choice in enrichment opportunities.		
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 III – Additional Key Strategies – (As applicable)

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

Key Strategies			
Identify any key strategies being implemented during the current reporting period that are <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
1. Providing Differentiated Programs for Diverse Learners AND Staff development that creates a culture that values and supports learning		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 a 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, starting in the fall in Kindergarten and First Grade. We will outline in the Continuation Plan section, when required.	
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
	The team continues to work collaboratively. The successful 21 st Century grant award with Baden Street as lead partner is a celebration. To further promote the collaborative sense of learning together, a cross-section of the team is traveling to the Model Schools Conference together in June. The group includes the CET Chair from Baden Street, a teacher, the community school site coordinator, the Assistant Principals and the Principal.	
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 shift. Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of	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: <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>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>				
	Green		<p>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>.</p>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>



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 describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <p><u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u></p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
<p>Given the recent news that the PSSG will be extended through the 17-18SY, the District staff continues to work with School 9’s leadership team to be effective stewards of these funds. For this reason, several of the approved expenses in the amendment are NOT being spent, because the determination has been made that it is more important to maintain additional staffing levels and flexible supports next year.</p> <p>We await SED guidance as to how and when to do the year-end accounting and reconcile what was approved with what is actually spent, and what we will budget for next year.</p>		<p>Expenditures are on track, recognizing that the recent notification that the PSSG funds will continue through 17-18 results in school/district decision not to spend aggressively. We are balancing the need to support students right now, with the desire to extend funds into next year as well. For example, we are investing in staffing, additional intervention supports, teacher professional development, but we are holding off on some of the enrichment materials and community school travel.</p>	

Part VI: Best Practices (Optional)

<u>Best Practices</u>		
<p>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.</p>		
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.	Literacy Integration into Content Area with QAR	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.
2.	Bilingual Program Review – PART 154	A review of current program to determine strengths and weaknesses in our implementation to meet the new requirements of PART 154. Bilingual and ESOL teachers responded to survey questions. CET members visited Buffalo PS #33 school to observe similar school to move towards a one-way dual language approach.
3.	Professional Development	A variety of professional development to address metrics (academic and social emotional); for example, writers’ workshop, technology, and TCIS training. As a result of training, teachers posted best practices of differentiated instruction using twitter accounts, SEESAW, and Google.



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: [Handwritten Signature]
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): Gaynelle Wethers
Signature of CET Representative: [Handwritten Signature]
Date: 5/24/17