

Receivership Schools ONLY

Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

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 (5, 6, or 7):			X
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Rhonda Morien	Amy Schiavi, School Chief Michele Alberti White, Executive Director of School Innovation		PK-8	4.5% *Internal SPA 10/9/18	16.2% *Internal SPA 10/9/18	567 *Internal SPA 10/9/18
	Appointment Date: July 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*.

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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.												
<p>Indicator Code # 5 School Safety</p>	19	13 (20% decrease)	G	Yes	<p>100% of Mary McLeod Bethune Tier 3 students will have a fully implemented RTI plan that addresses their specific social-emotional needs that are monitored 2x/quarter by the grade-level MTSS team and individual case managers.</p> <ul style="list-style-type: none"> ● 2x/month MTSS meetings at grade-level band ● training on Second Step curriculum, mindfulness and trauma-informed care. ● Monthly collection and analysis of referrals, visits to Reconnect & ATS, out of school suspensions to 	<ul style="list-style-type: none"> ● Discipline referrals ● MTSS Meeting Minutes ● Teacher lesson plans reflecting Second Step implementation 	<p>Behavior Data 9/1-10/15</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9E1F2;">Long terms</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="background-color: #D9E1F2;">OSS</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="background-color: #D9E1F2;">Serious Index</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="background-color: #D9E1F2;">Reconnect</td> <td style="text-align: center;">127</td> </tr> <tr> <td style="background-color: #D9E1F2;">ATS</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="background-color: #D9E1F2;">Mediations</td> <td style="text-align: center;">20</td> </tr> </table>	Long terms	0	OSS	2	Serious Index	1	Reconnect	127	ATS	8	Mediations	20
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					<p>determine current social-emotional needs</p> <ul style="list-style-type: none"> • Full implementation of Second Step curriculum across K-8 classrooms by classroom teachers as evidenced by teacher lesson plans and administrator walk-throughs. • Middle school students will be grouped with a staff mentor. These Great 8 groups will meet face-to-face weekly to foster positive peer and home-school relationships. Successful implementation will be evidenced by annual individual presentations of learning by Middle School students. 		<table border="1" style="width: 100%;"> <tr> <td style="background-color: #ADD8E6;">Workshops Provided</td> <td style="text-align: center;">55</td> </tr> </table>	Workshops Provided	55
Workshops Provided	55								
<p>Indicator Code # 9 3-8 ELA All Students Level 2 & above</p>	15%	27%		Yes	<p>100% of teachers will hold reading conferences with all students on a bi-weekly basis and create lesson plans that clearly outlines data driven differentiation between subgroups (small group plans) in order to increase on grade level readers by 25% by the end of June 2019.</p> <ul style="list-style-type: none"> • During grade level PLC coaches will provide targeted professional development on holding individual reading conferences. Teachers will engage in PLC's for one hour per week. 	<ul style="list-style-type: none"> • Teacher conference logs • NWEA • IReady • PSI Student Groupings • Trend Data 	<p><u>NWEA</u></p> <p>Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Reading)</p>		

Indicator Code # 15 3-8 Math All Students Level 2 and above	15%	27%		Yes		
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NWEA

Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Mathematics)

Grade Level	% of students
3 (68)	7.4
4 (48)	8.3
5 (66)	3
6 (47)	6.4
Total (229)	6.1

Key: fall
 * RCSD avg

MCOMP Trend Data

Indicator Code # 33	49.32			Yes	See Indicator #9	See Above

3-8 ELA All Students MGP																															
Indicator Code # 39 3-8 Math All Students MGP	42.67			Yes	See Indicator #15		See Above																								
Indicator Code # 85 Grades 4 and 8 Science All Students Level 3 and above	23%	35%		Yes			Science Proficiency Trends <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>35.80%</td> <td>40.00%</td> <td>74.00%</td> <td>43.85%</td> <td>58.82%</td> </tr> <tr> <td>8th</td> <td>1.70%</td> <td>8.00%</td> <td>10.00%</td> <td>19.11%</td> <td>17.50%</td> </tr> <tr> <td>School-Wide Proficiency Total</td> <td>21.00%</td> <td>27.00%</td> <td>44.00%</td> <td>30.00%</td> <td>43.50%</td> </tr> </tbody> </table>	Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	4th	35.80%	40.00%	74.00%	43.85%	58.82%	8th	1.70%	8.00%	10.00%	19.11%	17.50%	School-Wide Proficiency Total	21.00%	27.00%	44.00%	30.00%	43.50%
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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.																							

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.

<p>Indicator Code # 2 Plan for and implement Community School Model</p>	<p>N/A</p>			<p>Yes</p>			<ul style="list-style-type: none"> ● Made new community connection with True Light Church of God and Christ . Assisting with 2018 holiday toy drive / collaborating with 45 school ● School partners committing to a W.I.G. in progress . I will be their accountability person ● Began 2nd administering Needs Survey for parents to staff. Starting with epre-k. goal to have 100% responses by Dec 20th ● Assisted our parent school volunteer with employment with The Center for Youth services, job duties to oversee the clothing closet and food pantry and as needed in throughout the building ● Guiding our new student lighthouse committee with planning and coordinating our school wide events , Halloween In The Hallway ● Assisted with our middle school community picnic (bbq), welcoming back to school initiative for middle school students and their families. ● Middle school community project, to invite surrounding
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							<p>neighbors to our Halloween In The Hallway event using pumpkins and invitations and deliver them personally door-to-door.</p> <ul style="list-style-type: none"> ● Held a Book bag and school supply giveaway . This was an annual community event where our school families and community members can pick up a free custom 45 school book bag and school supplies to be prepared for a new year. ● Assisted 12 parents with job resources and resume building ● The B.S.A. Exploring program is collaborating with the Boys and Girls Club by offering a Robotics Club every Tues and Thursday after school. ● All of our school partners committed to using 2nd Step Curriculum language in their program/practice while servicing our students ● New community clothing closet accessible to all students and Families in need of clothing and footwear. Usage from Oct 1st- 17th: 1 staff member, 38 students, 15 families, 5 community members
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							<ul style="list-style-type: none"> Started a new monthly community newsletter to share important news and community school updates Had Home Depot assist with material donations for one of our family's home that was recently damaged Girl Scouts will offer programming and will collaborate with the Boys & Girls Club after school 																																																												
Indicator Code # 6 Family and Community Engagement (DTSDE Tenet 6)	Stage 1	Stage 2,3,4			By June 2019, 100% of families will have a face to face meeting with their child's homeroom teacher two or more times as evidenced by parent/teacher conference logs, a parent PD plan will have been created and implemented and an action plan will be developed and implemented. <ul style="list-style-type: none"> Grade Level Teachers will send a letter to parents that will identify the necessity of the 2 parent teacher conferences for the year The Parent Involvement Team (PIT) will develop a parent PD plan Monitored Monthly at the PIT team meeting 	<ul style="list-style-type: none"> Parent Conference Logs PD Plan 	<table border="1"> <thead> <tr> <th>Activity</th> <th>Date</th> <th># of Families</th> <th># of Individuals</th> </tr> </thead> <tbody> <tr> <td>Backpack Giveaway</td> <td>8.26.18</td> <td>20 signed In</td> <td>250</td> </tr> <tr> <td>Pre-K & Kindergarten Orientation</td> <td>8.31.18</td> <td>25</td> <td>56</td> </tr> <tr> <td>7th & 8th Grade Picnic</td> <td>9.6.18</td> <td>15</td> <td>41</td> </tr> <tr> <td>Leader In Me Workshop</td> <td>9.11.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Arts & Crafts Family Night</td> <td>9.13.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Scavenger Hunt</td> <td>9.18.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Family Breakfast</td> <td>9.19.18</td> <td>36</td> <td>98</td> </tr> <tr> <td>F.A.C.E Workshop</td> <td>9.19.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Open House</td> <td>9.20.18</td> <td>110</td> <td>315</td> </tr> <tr> <td>Literacy Night</td> <td>9.25.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Family Feud Game Night</td> <td>9.27.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Computer Literacy Night</td> <td>10.2.18</td> <td>0</td> <td>0</td> </tr> <tr> <td>Stem w/Cider and Donuts</td> <td>10.4.18</td> <td>8</td> <td>24</td> </tr> <tr> <td>Family Taco Night</td> <td>10.11.18</td> <td>6</td> <td>20</td> </tr> </tbody> </table> <p>Average daily attendance is 90.1</p>	Activity	Date	# of Families	# of Individuals	Backpack Giveaway	8.26.18	20 signed In	250	Pre-K & Kindergarten Orientation	8.31.18	25	56	7 th & 8 th Grade Picnic	9.6.18	15	41	Leader In Me Workshop	9.11.18	0	0	Arts & Crafts Family Night	9.13.18	0	0	Scavenger Hunt	9.18.18	0	0	Family Breakfast	9.19.18	36	98	F.A.C.E Workshop	9.19.18	0	0	Open House	9.20.18	110	315	Literacy Night	9.25.18	0	0	Family Feud Game Night	9.27.18	0	0	Computer Literacy Night	10.2.18	0	0	Stem w/Cider and Donuts	10.4.18	8	24	Family Taco Night	10.11.18	6	20
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3-8 ELA ED Students Level 2 and above								
Indicator Code # 20 3-8 Math ED Students Level 2 and above	14%	26%		Yes			SeeAbove	
Indicator Code # 94 Providing 200 Hours of Extended Day	N/A			Yes			Every child receives an additional hour of instruction every day.	
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)

<u>Key Strategies</u>		
<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		The following technology components have been added to our school this year: 3 mini carts, 5 chrome carts, 20 Chrome boxes, 30 Ipads, 18 chromebooks, 18 Ipads We are using the following programs with fidelity: Zearn 1-6 Iready 7-8 Google classroom 7-8 Myon K-8
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.			
4.			
5.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
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

<u>Community Engagement Team (CET)</u> 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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	Our Community Engagement team has met twice Minutes are attached

<i>Powers of the Receiver</i> 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 will continue to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> • 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. • Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. • 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. • 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 professional learning, intensive supports, and monitoring. • The Chief of Superintendent’s Receivership Schools visits schools weekly to <ul style="list-style-type: none"> • Review all data by school, grade and student • Conduct classroom walk-throughs • Monitor professional development plans • Monitor Demonstrable Improvement Indicator progress 		
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 – 6/30/19 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 18-19)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	
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)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school 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 <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 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) 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:		No PSSG	
SIG:		No SIG Budget this Year	
CSG:		Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant’s end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, School 45’s CSG financial support for 2018-2019 includes: Code 16 * Cleaner Code 40 *Site Coordinator Code 45 *Playground

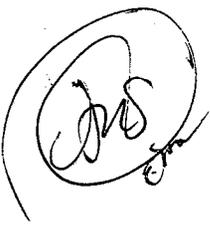
		Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant’s end date was extended through June 30, 2019. All code 30 projects will be completed by that date.
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Part VII: Best Practices (Optional)

<i>Best Practices</i>		
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.	Alignment of School Wide Goal to the administrative focus of the administrative team, coaches, teachers and students	This has allowed every member of the school community to move in the same direction while increasing accountability and support.
2.	Intensive focus on conferencing and student accountability for conferencing goals	Every classroom teacher is conferring in writing and all but two are conferring in reading. Classroom conference logs were collected, analyzed and feedback was given to each teacher.
3.	Use of reading and writing Progressions K-8 at about 80% implementation	The use of progressions has allowed teachers to have stronger conferences aligned to standards while still meeting the individual needs of our students. Progression work is evidenced in conference logs and conferences.

Part VIII – Assurance and Attestation

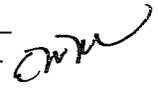
By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.



Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____



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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Heather Bearce

Signature of CET Representative: 

Date: 10/26/18