

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 31, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	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	SCEP
				Cohort 4.2 Model: Transformation			Total Enrollment
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, Superintendent	Rhonda Morien	Dr. Elizabeth Mascitti-Miller, Chief of Superintendent's Receivership Schools and Innovation Michele Alberti White, Executive Director of School Innovation Dan Hurley, OSI Ambassador		PK-8	5%	15%	523
	Appointment Date: August, 2015						

Executive Summary

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

School #45 has made some significant gains as demonstrated by proficiency growth on NYS 3-8 assessment results, as well as positive school climate changes that are demonstrated through a decrease in suspensions and referrals. Accomplishments can be found in the key strategies on which the improvement plan is based. These include:

1. Second year implementation and evaluation/review of a strong core instructional program and summer long range planning

2. Delivery of targeted academic support and engaging enrichments aligned with student needs and interests
3. Development of a strong MTSS implementation plan and execute through grade level coaches and bi-weekly MTSS meetings with teachers
4. Further implementation, and maintenance of a Community School Model providing significant resources to families
5. Improved social/emotional supports for students and their families with significant additional staffing through the 21st Century Grant.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.

<p>Indicator Code # 5 School Safety</p>	<p>19</p>	<p>16</p>	<p style="background-color: green;"></p>	<p>Yes</p>	<ul style="list-style-type: none"> ● Increase the number of repairs done between students and teachers ● Increase the students capacity to utilize the student lounge from middle school to school wide ● Established MTSS small group support for every child struggling behaviorally/ emotionally ● Established partnership with the warrior factory to work with a group of boys who need a more creative approach to therapy ● Increased the number of students setting behavioral goals and aligning them to a mentor ● Blue locker concept established to receive information from students, staff, family members and community members to better meet their needs and improve the quality of our programming. 	<p>Reconnect referrals</p> <p>Suspension Referrals</p> <p>ATS Sign-In's</p> <p>Lounge Sign Ins</p>	<table border="1"> <thead> <tr> <th>Measure</th> <th>September 2018</th> <th>October 2018</th> <th>November 2018</th> <th>December 2018</th> </tr> </thead> <tbody> <tr> <td>Student Attendance %</td> <td>88</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td>Chronic Absences</td> <td>114</td> <td>84</td> <td>74</td> <td>62</td> </tr> <tr> <td>Number of OSS</td> <td>3</td> <td>16</td> <td>18</td> <td>5</td> </tr> <tr> <td>Number in ATS</td> <td>19</td> <td>26</td> <td>26</td> <td>11</td> </tr> <tr> <td>Number in Primary Reconnect</td> <td>30</td> <td>56</td> <td>53</td> <td>29</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>proactive 54 Reactive</td> </tr> <tr> <td>Number in Secondary Reconnect</td> <td>143</td> <td>230</td> <td>86</td> <td>38</td> </tr> <tr> <td>Number of Behavioral Referrals to MTSS</td> <td>0</td> <td>0</td> <td>12</td> <td>9</td> </tr> <tr> <td>Number of Behavioral CSE Referrals</td> <td>0</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td>Mediation Provided</td> <td>17</td> <td>15</td> <td>11</td> <td>4</td> </tr> <tr> <td>Workshops Provided</td> <td>7</td> <td>5</td> <td>7</td> <td>5</td> </tr> </tbody> </table>	Measure	September 2018	October 2018	November 2018	December 2018	Student Attendance %	88	90	90	90	Chronic Absences	114	84	74	62	Number of OSS	3	16	18	5	Number in ATS	19	26	26	11	Number in Primary Reconnect	30	56	53	29					proactive 54 Reactive	Number in Secondary Reconnect	143	230	86	38	Number of Behavioral Referrals to MTSS	0	0	12	9	Number of Behavioral CSE Referrals	0	1	2	0	Mediation Provided	17	15	11	4	Workshops Provided	7	5	7	5
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<p>Indicator Code # 9 3-8 ELA All Students Level 2 & above</p>	<p>15</p>	<p>18</p>	<p style="background-color: green;">Green</p>	<p>Yes</p>	<ul style="list-style-type: none"> ● 810,PD cycle shifted to rehearsing coach model ● Teacher consultant worked with grades 3-5 on the four components of a mini lesson and conferencing ● PDQ weekly PD model established for all teachers ● Changed to teacher college benchmarks for reading sight words and letter sound to increase rigorous expectations ● Planning for 1:1 data meetings with each teacher 	<p>NWEA</p> <p>IReady</p> <p>PSI Student Groupings</p> <p>Myon Minutes</p> <p>Zearn Lessons</p>	<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>School wide Percentage of students reading at/above level:</td> <td>17.6</td> <td>22.6</td> </tr> <tr> <td>School wide Percentage of kids at or above NWEA ELA benchmark</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Percentage of kids at or above level on</td> <td>11</td> <td>17</td> </tr> </tbody> </table>		Fall	Winter	School wide Percentage of students reading at/above level:	17.6	22.6	School wide Percentage of kids at or above NWEA ELA benchmark	NA	NA	Percentage of kids at or above level on	11	17																																																
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Indicator Code # 15 3-8 Math All Students Level 2 and above	15	15	Green	Yes	<ul style="list-style-type: none"> • Instituted the use of math comps for assessment purposes • Started analyzing Zearn Data for every classroom 3-6 • Incorporated enrichment bonuses for students above level • Established Zearn time in our afterschool programming • CFA used in the majority of rooms 		<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>School wide Percentage of kids at or above NWEA Math benchmark</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Percentage of kids at or above /level on iReady Math Middle School</td> <td>5%</td> <td>16%</td> </tr> <tr> <td># of kids completing 4 or more Zearn lessons</td> <td>14.8</td> <td>18.7</td> </tr> </tbody> </table>		Fall	Winter	School wide Percentage of kids at or above NWEA Math benchmark	NA	NA	Percentage of kids at or above /level on iReady Math Middle School	5%	16%	# of kids completing 4 or more Zearn lessons	14.8	18.7
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Indicator Code # 33 3-8 ELA All Students MGP	49.32	50.32	Green	Yes	See Indicator 9	See Indicator #9	See Indicator #9	
Indicator Code # 39 3-8 Math All Students MGP	42.47	43.67	Green	Yes	See Indicator #15	See Indicator #15	See Indicator #15	
Indicator Code # 85 Grades 4 and 8 Science All Students Level 3 and above	23%	26%	Green	Yes	<ul style="list-style-type: none"> • Labskills done in a 2:1 ratio twice a week • Practice assessment do now activities • Lesson plans include more critical thinking activities • small group instruction occurring weekly • Targeted 15 minute mini lesson used • Long range planning session utilizing past exam • purchase of live animals to teach genetics • Tier 2 and 3 vocabulary word wall used 	Science Pre/Post Assessment NYS Test Prep daily warm ups	Labs established Pre/Post Science data will Be available the 2nd week of February	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Indicator Code # 2 Plan for and implement Community School Model	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> ● Partnership established with the Rochester Police Department to focus on bullying, drug awareness, neighborhood challenges and self respect ● 12 Financial Literacy workshops with the community focused on credit repair, mortgage loan process etc. ● Food link partnership establish and food pantry stocked ● Middle school community service projects established based on their identified needs ● Partnership with United Healthcare providing enrollment and recertification, as well as child health with a focus on 	Parent Sign-In Sheets Calendar of Events	We have increased the number of school wide events and parent offerings by 100%.

					<p>getting 100% of students and families covered</p> <ul style="list-style-type: none"> • Visited other community schools in neighboring cities to learn ways to enhance our school • 12 students enrolled in the boy scouts of america • Lego robotics club established in preparation for the E3 fair at RIT • Partnership with a barbershop to provide hair care to students • Yearbook Council created of students that publicizes partnerships 		
<p>Indicator Code # 6 Family and Community Engagement (DTSDE Tenet 6)</p>	Stage 1	Stage 2,3,4	Green	Yes	<ul style="list-style-type: none"> • 1:1 assistance for 10 families in need providing, food, housing necessities and transportation • One monthly meeting for families in Leader in Me • Movie/Game Night Monthly with Families • Computer labs open for all families • Beginning computer skills for families • Financial Literacy for families • Hot Chocolate Crawl for families to meet each other • Gingerbread house making • Family meet and greet at the Kindergarten Concerts • Parent/student Breakfast with Santa/ book give away • Open Mic Nights to share spoken word skill set within families 	<p>Home Visit Log</p> <p>Twitter Followers/Posts</p> <p>Facebook Followers/Posts</p>	<ul style="list-style-type: none"> • Home visits 20 home visits from our parent liaison as of 10/20 • 111 home visits from our Home School Assistant as of 10/20 • Facebook 248 people following our facebook page 49 New Facebook Posts • Twitter 123 Followers on Twitter 21 new posts

					<ul style="list-style-type: none"> ● Collaborated with 1st grade teacher to lead parent event ● Line dancing classes for families ● Spaghetti Dinner for Grandparents acting as caregivers ● Outings in the community with families to see Disney on Ice ● Art show for families of student work and painting with a twist with families. ● Families at every school wide event ● Supply drives and food drives for families in need ● Marquee purchased to better communicate with the families and community the happenings of the building ● Community resource support personal hired to manage resources ● Student roundtables for grades 4-8 to student voice on needs and assets and next steps for the school <p>Restructured CET team to increase accountability of partnerships</p>		
Indicator Code # 14 3-8 ELA ED Students Level 2 and above	14%	17%	Green	Yes	See Indicator #9	See Indicator #9	See Indicator #9
Indicator Code # 20	14%	17%	Green	Yes	See Indicator #15	See Indicator #15	See Indicator #15

3-8 Math ED Students Level 2 and above								
Indicator Code # 94 Providing 200 Hours of Extended Day	NA	Y	Green	Yes	<ul style="list-style-type: none"> ● School Staff divided into action to support Leader and Me Agenda ● Created a timeline for Leader In Me implementation for the remainder of the year ● Data Tracking Established ● School Wide Wig Determined to align with lead measures and are consistent K-8 ● 7th Habits reboot done during Leadership Block ● Boosters used for staff Modeling ● Black Fem reboot for financial Literacy for Wealth weeks and an online Piece ● College and Career Mentorship program planning has begun ● An afterschool program for boy scout explorers will begin ● Partnership with Excellus ● Boys and Girls After School program has added a technology program to align with school academic objectives ● 	<ul style="list-style-type: none"> ● School Master Schedule 	We have an additional 2 hours a day of instruction and the building is open an additional 3 hours for after school programing.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

<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), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out
1. New technology added that allows Zearn, MYON, Classcraft, Dreambox and IReady to be used.		<p>The 7th and 8th Grade students use their Chromebooks for all subjects and the 3,4,5,6 use their Chromebooks for math daily. In addition to the Chromebooks, School 45 also utilizes iPads in the Pre K-2 setting. There is also one computer lab that students have access to.</p> <p>Teachers recently received their new iPads and are using Clever to log into and access Zearn, Myon, Dreambox, and Lexia.</p> <p>Currently (8 Carts):</p> <p>7th Grade (2 Classes): Each class has their own cart (2)</p> <p>8th Grade (2 Classes): Each class has their own cart (2)</p> <p>ASD Classes 5th,6th,7th,8th (3 Classes): One cart for all ASD classes due to low number of students (1)</p> <p>3rd, 4th, 5th, 6th Grade classes are all sharing one cart for math time only (1)</p>

			4 th Grade has a cart to share that is housed in Ms. Ratner’s Rm. (1) 5 th Grade has a cart to share that is housed in Ms. Herdzig’s Rm. (1) Other Technology: There are also 5 laptop carts that will be utilized in the 3 rd and 6 th Grade Classes
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.
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Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. **If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.**

Status (R/Y/G)	Analysis/Report Out
Green	

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 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.

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.

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.

Powers of the Receiver

Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.

	<ol style="list-style-type: none"> 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
<p>Green</p>	<p>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>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part V – Community Schools Grant (CSG)

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

<p><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.</p>	
<p>Required Activities</p>	<p>Provide updates to each activity with regard to its planning, implementation, or operations.</p>
<p>Community-Wide Needs Assessment (if one is being conducted in 17-18)</p>	<p>Multiple, ongoing Community-wide Needs Assessments are occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at and as part of the Community School Strategy, and also for creating applications for new grant opportunities. Each of these assessment that involves School 45 reflects the school’s unique characteristics and needs. The District continues to move its Path Forward process, including holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity, and goals of each school community.</p>
<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> 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) 	<p>School 45 continues to hold the already established weekly, bi-weekly, monthly, and quarterly meetings with CS stakeholders in order to ensure aligned vision and prompt problem solving.</p>

<p>2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)</p>	<p>The District continues to centrally support timely communication to all stakeholders through the District Office of Communications, utilizing the two recently added staff positions (Assistant to the Superintendent for Communication and Community Outreach), and a Communications Assistant to support social media use centrally and at schools. The District also has a Spanish translator on staff. This follows with the nature of Community School strategy being local and holding relationships central, requiring the bulk of communication as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali as needed.</p>
<p>3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee</p>	<p>School 45's CS Site Coordinator serves as part of the school leadership team, is a member of the School-based Planning Team, the CET, and other community/building roles as the principal assigns. Ongoing professional development is provided for site coordinators and leadership teams to deepen CS understand, align their roles to their specific school, and to align stakeholder communication skills.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>n/a</p>
<p>Feeder School Services (specific services offered and impact)</p>	<p>n/a</p>
<p>Community School Site Coordinator (accomplishments and challenges)</p>	<p>School 45's Site Coordinator works with and supports all stakeholders to align the successful implementation of the community school strategy.</p>
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include:</p> <p>Code 15:</p> <ul style="list-style-type: none"> ● Hourly pay for teachers for CS PD ● Additional hourly pay for teachers for Mobile Open House ● Additional hourly pay for teachers for ELT delivery <p>Code 16:</p> <ul style="list-style-type: none"> ● Additional hourly pay for civil service and custodial ● .5 additional cleaner <p>Code 40:</p> <ul style="list-style-type: none"> ● Additional translation services ● 1.0 CS Site Coordinator with agency Center for Youth ● Contract TES for additional social-emotional support staff hours in Reconnect Room <p>Code 45:</p> <ul style="list-style-type: none"> ● Ordering laptops for site coordinator and parent liaison and technology for parent resources ● Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters

	<p>Code 46:</p> <ul style="list-style-type: none"> Principal and Site Coordinator registered for February CS PD in NYC Parent transportation (bus passes) being purchased. <p>Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018.</p> <p><i>As the grant was not awarded until November 15, 2017, the timeline/budget for the remodeling portion of the grant is still undergoing modifications taking every effort to catch up with the delayed start.</i></p>

<p>Green</p>	<p>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>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>
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Part VI – Budget

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

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		
SIG:		<p>Code 15:</p> <ul style="list-style-type: none"> Hourly pay for teacher pd Substitute teacher pay for assessment team

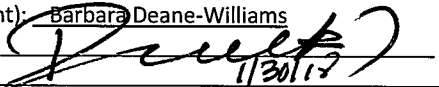
		<ul style="list-style-type: none"> ● Amendment forthcoming regarding use of teacher hourly pay <p>Code 40:</p> <ul style="list-style-type: none"> ● Lucy Calkins representative facilitated Professional Development for teachers ● Leader in Me training is planned <p>Code 45:</p> <ul style="list-style-type: none"> ● Supplies and materials have been purchased as planned <p>Code 46:</p> <ul style="list-style-type: none"> ● Amendment forthcoming regarding using funds for a student trip to Washington D.C. ● 2 Teachers have participated in workshops at Columbia University ● Eagle Rock School visit is in planning stages
CSG:		<p>Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include:</p> <p>Code 15:</p> <ul style="list-style-type: none"> ● Hourly pay for teachers for CS PD ● Additional hourly pay for teachers for Mobile Open House ● Additional hourly pay for teachers for ELT delivery <p>Code 16:</p> <ul style="list-style-type: none"> ● Additional hourly pay for civil service and custodial ● .5 additional cleaner <p>Code 40:</p> <ul style="list-style-type: none"> ● Additional translation services ● 1.0 CS Site Coordinator with agency Center for Youth ● Contract TES for additional social-emotional support staff hours in Reconnect Room <p>Code 45:</p> <ul style="list-style-type: none"> ● Ordering laptops for site coordinator and parent liaison and technology for parent resources ● Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters <p>Code 46:</p> <ul style="list-style-type: none"> ● Principal and Site Coordinator registered for February CS PD in NYC ● Parent transportation (bus passes) being purchased.

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.	
2.	
3.	

Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Barbara Deane-Williams
Signature of Receiver: 
Date: 1/30/18

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

Name of CET Representative (Print): Mike Boehm

Signature of CET Representative:



Date: 1/30/18