

Receivership Schools ONLY

Quarterly Report #2: October 16, 2017 to January 12, 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:				
Northeast High School	261600010073	Rochester City School District		Check which plan below applies:				
				SIG Cohort 6 Model Transformation			SCEP	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, Superintendent	Ali Abdulmateen, Interim Principal Appointment Date: August, 2017	Dr. Elizabeth Mascitti-Miller, Chief of Superintendent's Receivership Schools, Michele Alberti, Executive Director of School Innovation		9 - 12 (on 7 - 12 campus)	2016-17: 57%	13.5% (SPA 1/9/2018)	21.2% (SPA 1/9/2018)	593 (SPA 1/9/2018)

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.

Systems and structures built over the past two years continue to pay off at Northeast, as evidenced by reductions in discipline and most importantly by the increasing number of students who are on-track toward graduation, hitting the required credit accrual thresholds for their

grade level. Illustrating this is the fact that 74% of the 2016 (10th grade) cohort entered this year with at least 5 credits and 54% of the 2015 (11th grade) entered with 11 credits while only 43% of the 2014 (senior) cohort entered as on-track for their grade. This growth is important for two reasons—first, it shows the transforming culture of achievement, and second, it enables a more strategic approach to academic interventions.

This quarter has been about refining the system of cohort tracking and progress monitoring of the Receivership metrics at the student level, translating the vision of “Every Panther by face and name, to and through graduation” into a working reality. The diligent monitoring of every student’s progress allows Northeast to tailor supports to individuals. The master schedule now offers more instructional time and more embedded academic intervention while maintaining credit accrual. Resources have also been used to provide students with push-in and pull-out intervention, as well as Saturday and after-school opportunities. This quarter has also seen a refinement of the newly developed STAR program which is helping 20 overage and under-credited students accelerate progress and reengage in school due to a viable pathway to graduation. While grades and Regents exams are not finalized at the time of writing, the progress is evident. As second semester begins, Northeast has already begun revising the schedules for students, planning for a learning recovery Saturday program, which will launch February 10th, launching Senior Mentoring and continuing to increase both the availability and strategic use of social-emotional supports.

The January English Regents results demonstrate Northeast’s focused work. This quarter, Northeast developed two systems—weekly English department meetings and a student-by-student approach to supports and interventions. The intervention teacher, English teachers and administrator reviewed student test data, class work, and attendance and created an in-school intervention schedule. In addition, students were recruited for Saturday support, and participated in in-school strategy sessions. As a result, in January 21 of 39 of students in the 2014 cohort, and 27 of a total of 51 students sitting, passed the exam.

This quarter, Northeast also launched systems that will build instructional capacity and coherence. The four core departments have all mapped out collaborative planning time, with resources available to support literacy. Weekly collaboration time for teachers is now embedded in the schedule, providing both student-focused time and professional learning opportunities. The newly augmented leadership team has also begun to conduct join learning/observation walks to calibrate. The Community School Site Coordinator was hired in January and is beginning the work of a comprehensive asset and needs assessment that will engage stakeholders in supporting school improvement efforts.

Northeast has already achieved four of twelve metrics, and is confident it will meet at least four more. At this time, the intense academic and social-emotional needs of the student body continue to pose a challenge to meeting some targets, although the school continues to be aggressive and proactive as possible in responding.

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.
#5: School Safety	45	20% reduction in Serious incidents = 36	Green	The school met the progress target for 2016-2017 for this indicator, and expects to meet the 2017-2018 progress target.	Northeast continues to provide a range of social-emotional supports, and this quarter has begun to refine the coordination and strategic targeting of these supports. The recently approved Community Schools Grant has enabled the school to move forward with additional supports such as:	School Safety and Educational Climate (SSEC) Data School data on incidents and suspensions	The number of weighted incidents as of 1/4/2018 is 9, on pace to meet this metric. Northeast has invested heavily in creating systems for a responsive approach to student management, and suspensions have decreased substantially over the past several years. The school will continue its work to refine and use responsive systems and progressive discipline that has resulted in a safer, calmer school climate. In addition, the school is forming a team to work with NYU on reducing disproportionality in rates of suspensions.

				Incidents / Suspensions by Campus								
School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended				
2017-2018	81	106	8	79	27	8	114	664				
2016-2017	184	227	15	144	85	13	242	1,181				
2015-2016	298	408	24	253	157	22	432	0				
2014-2015	348	470	39	297	180	32	509	0				
2013-2014	738	829	189	666	167	185	1,018	0				

				<ul style="list-style-type: none"> hiring the Community School Site Coordinator creating group counseling cycles, based on trauma-responsiveness and resilience the COLORS program, before school mentoring aimed at young men of color 			
#67: 2012 Total Cohort Passing Math Regents (Score >=65)	35%	6% point increase = 41%	Green	Yes, Northeast expects to meet this indicator.	Key strategies were outlined in the Q1 report and site visit and include: <ul style="list-style-type: none"> stronger use of master schedule to embed AIS and increase instructional minutes Saturday Regents review additional math intervention supports 	Cohort tracking. Report cards and assessments. January Regents	Prior to this week’s Regents, current cohort tracking shows that 43 of 131 students in the 2016 cohort have passed the Algebra Regents. The January Regents given this week resulted in 13 more 2016 students passing the exam, bringing the total to 56 students, or 43% of the cohort. This means that Northeast has achieved this target already. The remainder of the year, Northeast will continue to arrange intervention supports for these students.
#69: 2011 Total Cohort passing ELA Regents (Score >=65)	24%	6% point increase = 30%	Yellow	Yes, likely to meet.	While ELA interventions focused most heavily on the 2014 cohort leading up to January Regents, Northeast put systems in place to strengthen the sequence of English courses. The English Department has begun meeting weekly, facilitated by the	Counselor review of grades Cohort tracking English Department tracking of indicator at the student-by-student level.	There are currently 160 students in the 2015 cohort, making the target at least 48 students. Almost all of the cohort is currently enrolled in English III, and in second semester, the intervention teacher / instructional coach will work to support both planning, differentiation and intervention in those classes Teachers, intervention coach and administrators are tracking progress toward this metric on a student-by-student level. Based on grades and quality of work to

					Intervention/Prevention coach. Additionally, Saturday opportunities for credit/grade recovery is being planned for, based on 2nd Marking Period grades.		date, there are 38 students considered green/very likely to pass the exam and another 36 who are close but whom we need to support intensively in this next semester.
#70: Total Cohort 4-year Grad Rate - All Students	(2009 Cohort) 49%	6% point increase = 55%	Red	No, unlikely to make. The school did not meet the progress target for the 2016-2017 school year.	Northeast continues to support this cohort in the ways outlined in the Continuation Plan which include: <ul style="list-style-type: none"> ● Frequent review and conference with individual students ● Cohort tracking and rapid adjustment of supports ● Increased and flexible opportunities for after-school, Saturday, push-in, pull-out, online, alternative settings--working to individualize supports needed. Emphasis on January Regents and on disrupting failure. ● Senior Mentoring for strategic students. ● Increased access to CTE offerings and the CDOS pathway. 	Cohort tracking Counselor and administrator review	The team continues to aggressively monitor and adjust based on this cohort's unique needs. This 2014 cohort entered the year with 53% of the active students still needing to pass at three or more Regents exams, and with historic attendance rates of under 70%. These facts are being addressed with intense interventions as we seek to disrupt failure. At this point, based on the initial cohort number of 175, there are: <ul style="list-style-type: none"> ● 48 students (27%) considered "Green" and on-track for June or August graduation; ● 63 students (36%) are considered "Yellow" meaning that they are on the school's watch list, but do have the potential to graduate this year. This group of students has a range of intense needs and supports in place. ● 64 (37%)of active and 11 (6%)of inactive students are coded "Red" which means they will graduate in 5 or more years

<p>#76: Total Cohort 4-year Grade Rate with Adv. Designation - All Students</p>	<p>4%</p>	<p>3% point increase = 7%</p>	<p>Red</p>	<p>No</p>	<p>The 9th grade Panther Lair Academy and the improved master schedule is increasing the number of students who are eligible for the Advanced Regents in the 2015, 2016 and 2017 cohorts. The deployment of a cohort-specific counselor is also building capacity for a rigorous 4-year college-going mindset.</p>	<p>Cohort tracking meetings status updates, with students and families</p>	<p>The progress target would require 12 students to earn their advanced Regents. Three of the early graduates did so and at this point three additional students are slated to earn.</p> <p>Building toward the Advanced Regents is a long-term investment and the fact that over two-thirds of the 9th grade cohort entered this year with at least 5 credits demonstrates that successive cohorts will have more students better positioned to earn the more rigorous diploma. The college and career calendars that the counseling team has laid out for each cohort also builds this culture of higher expectations.</p>
<p>#88: Total 5-year Grad Rate - All Students</p>	<p>NEW 16-17 Level 1 indicator based on 2015-2016 results</p>	<p>6% point increase = 40%</p>	<p>Green</p>	<p>The school met the progress target for the 2016-2017 school year, and has already met the progress target for the 2017-2018 school year.</p>	<p>Northeast continues to use counselors, cohort tracking and the improved master schedule to support 5th year seniors.</p> <p>The newly-created alternative STAR program (enabled through Community Schools Grant) uses the semester model and wrap-around supports to create a viable 5-year graduation plan for over-age, under-credited students.</p>	<p>Cohort tracking meetings STAR program progress monitoring</p>	<p>The school has already exceeded this target, based on the June and August graduates from the 2013 cohort. At this point, there are 20 2013 cohort students still engaged in school.</p> <p>The STAR program which currently enrolls 20 students is making a significant contribution to Northeast’s ability to re-engage students for whom there had not been a viable pathway.</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>

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.
#21: HS ELA All Students Level 2 and above	51%	6% point increase = 57%	Yellow / orange	At this point, Northeast views this metric as a stretch, but within the realm of possibility.	<p>This quarter has seen a refinement of the academic intervention focusing on the English exam, using the Intervention/Prevention/Coach to both push-in for differentiated group support and pull students out for small group intervention. It has also seen increased professional capacity building with the English department.</p> <p>Northeast provided Saturday and after-school support classes, and also created a during-the-day focused intervention/ Lunch & Learn work session to help students unpack the exam and discuss/apply key strategies.</p> <p>Lastly, Northeast invested efforts in individual and group reminders, texts,</p>	<p>Report card grades</p> <p>January Regents exams</p>	<p>While the denominator of Total Accountability Cohort is not yet determined, Northeast estimates this target as 94-100 students. Thus far, 56 students have passed the English Regents with at least a 65%.</p> <p>This week, another 18 2014 students passed the English exam, bringing the total to 74 students scoring at least a Level 2. The preliminary January pass rate was 43% (higher with Safety Net for Students with Disabilities incorporated) which is a positive sign that efforts are paying off. These targeted interventions will continue into second semester.</p>

					calls, class visits to increase attendance and focus on the exam. Second semester will see the intensive Senior Mentoring and additional targeted Saturday offerings for these students.		
#65: 2013 Total Cohort (9th Graders)with 5 or more credits	44%	6% point increase = 50%	Green	Yes	Utilizing one counselor to each cohort, cohort tracking, and implementing the 9th Grade Panther Lair continues to provide intense support to 9th graders. The recent development of the Reconnect Room is prime example of responsive system. This Tier 3 Intervention disrupts failure for a small group of students who were failing all core courses and demonstrating high social-emotional needs. It creates a smaller learning environment with push-in social-emotional support, and was started in early January.	Reports cards, progress reports, cohort tracking meeting and 9th grade Panther Lair meeting.	The target demands that at least 63 of the 126 in the 2017 cohort earn at least 5 credits. Almost half of this cohort entered with at least one credit, and 23 have two or more. During Regents week for upper-classmen, the 9th grade team arranged for learning recovery sessions with 9th grade students in danger of failing this Marking Period. The final marking period grades are not available at the time of writing.
#83: Post graduation plans of Completers (4 year college)	12%	3% point increase = 15%	Green	Yes.	One counselor to each cohort enables more individualized planning. The college and career year-long plans, Naviance lessons and cohort-specific days are all aimed at supporting this work.	Counselor 1:1 meetings Counselor records Cohort Tracking	There is no progress to report on this metric at this point because these plans are not completed until later in the year. However, the calendar and systems of support for seniors to do their college preparation activities is in place. While most of our students need to consider community college as a viable option, many plan to use a 2+2 program to earn their four-year degree.

#86: Teacher Turnover	51%	10% point decrease = 41%	Green	The school met the progress target for the 2016-2017 school year for this indicator and expects to meet it for 2017-2018.	Northeast continues to work to promote positive and collegial relationships with staff and build the Douglass Campus identity.	Staffing Template	There were seven teachers who did not return to Northeast from 16-17 to the 17-18 school year. For a teaching staff of over 55 FTE, this turnover rate is considerably under the progress target and positions us with a stable faculty.	
#94: Providing 200 hours of Extended Day	n/a	Meet SED rubric requirements	Green	The school met the progress target for the 2016-2017 school year for this indicator and expects to meet it for 2017-2018.	The school has refined its extended day model over successive years and the improvement to the master schedule added almost two weeks of instructional time this year. The built-in academic intervention classes, done through co-requisite scheduling instead of traditional remediation/retention is also paying off. Community partners are embedded onsite and matched to students/cohort in an increasingly targeted way, although strategic scheduling for social-emotional supports is an ongoing need as we develop our community school strategy.	Cohort tracking Weekly meeting with community partners	The school is already meeting the criteria of the expanded day framework. Northeast’s length of day is 8:30 – 3:30 for all students, which is significantly longer than the required NYS minimum. Furthermore, the increased time is used strategically for academic needs, and students have opportunity for enrichments on campus after-school and into the evening. A variety of community partners are an integrated part of providing these enrichments.	
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.	Use of technology in the classroom to deliver instruction		10 new Chromecarts are in the process of being added for a total of 12. Teachers rely heavily on the use of Smartboards in the classroom, many use document cameras for modeling and several also have begun to move toward the use of Google Classroom, particularly for the writing process. Many teachers are taking the opportunity to expand their knowledge of Technology Integration by taking the Digital Transformation professional developments in order to move toward a Google environment.		
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	n/a			
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 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out

<p>Yellow only due to midyear award and hiring. Work on track since then.</p>	<p>The purpose of the Community Engagement Team (CET) is to work as a unit with key stakeholders to break down the barriers to the students’ educational success. Stakeholders participate in focused planning discussions and shared decision making related to Northeast High School. The Community Engagement Team meets monthly to work towards the goals of the school. The Community Engagement team is in the early stages of formulating a plan to meet the school’s goals. The Receivership metrics, District Path Forward information and assessments are being used to formulate and then implement a plan. At past meetings, the team was provided with an overview of the receivership metrics, Path Forward qualitative data, an overview of the community school strategy and how these factors will lead the work, and development and implementation of a strategic plan for Northeast.</p> <p>The CET also has begun to align needs of the school with monetary resources provided by the community schools grant. Currently, the team is working on asset mapping as means to leverage the strengths of the school and community to expand partnerships and services. School-based assets have been identified by the team and a partnership has formed with the City’s Neighborhood Empowerment Team (NET) office to identify the assets in the 14609 area. The team is also working on identifying the zip code where the majority of students reside so those services and partnerships can be leveraged. Next steps for the team are to refine the parental needs assessment, formulate the needs assessment for other key stakeholders and share out the information with school based planning team and the school wide.</p> <p>Lastly, the community engagement team has had some changes in membership to ensure the team is more reflective of both the school and the community. Members are also being added to increase students’ and parents’ voice.</p> <p>Given the hiring of the Community School Site Coordinator in early January, Northeast is proud of the work this month to refresh, empower and target the efforts of the CET.</p>		
<p><u>Powers of the Receiver</u></p>			
<p>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.</p>			
<p>Status (R/Y/G)</p>	<p>Analysis/Report Out</p>		
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
<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.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	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 Northeast 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. Northeast is also using several years of needs assessments that were conducted by the Student Support Center Coordinator which mirror aspects of the overall needs assessment process. Now that the CS Grant is approved, Northeast is expanding its reach with formal plans for a community-wide needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Schools entering their inaugural year of Community school strategy are integrating the communication and understanding of the community school strategy into existing structures and events during the first semester. As internal capacity to design and implement appropriate needs and asset assessment process builds, more public forums and active surveying will occur. Northeast made a presentation to families at October’s Open House, with a structured opportunity for parental input. The senior family banquet in December also highlighted the strategy and gathered family input on needs and assets. A similar opportunity was held for staff, including participating in a PD session with Shital Shah from AFT.
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)	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.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	Northeast has just appointed a Site Coordinator, who is now a member of the school leadership team, 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 understanding, align roles to specific schools, and align stakeholder communication skills.

Steering Committee (challenges, meetings held, accomplishments)	. In terms of challenges, time plays a factor. The Site Coordinator was hired 1/2/2018 and so the CET planning and implementation of a plan is in the early stages. The team was revised to be more reflective of the school and community. Thus, additional stakeholders were added to the team so their voice, opinions and ideas were accounted for. The team/committee is also working to increase the number of student and parental involvement on the team. Thus far, two meetings (12/19/2017 & 1/10/2018) have been held and future meetings are scheduled to continue the community school strategy work.
Feeder School Services (specific services offered and impact)	The majority of Northeast students enter from Northwest, which shares the Douglass Campus. Improvement plans and many resources are integrated/aligned.
Community School Site Coordinator (accomplishments and challenges)	<p>Northeast’s Site Coordinator has just begun her position (hire date 1/2/18) and her training, traveling to NYC in January. While at the training, the Coordinator was able to connect with RCSD Principals, teachers and the Chief of Schools to work on a strategic plan utilizing school based and district data. The Northeast Coordinator and teacher participated in the training to turn key it to Northeast staff and members of the community. The community school strategy and steps moving forward will be shared at the February professional development. Thereafter, the Coordinator and teacher will provide another professional development opportunity for staff and community members that goes into greater depth about the strategy/plan. The Site Coordinator has also scheduled a meeting with the facilities department to begin working on structural projects associated with the community school grant. Community partner services are also being expanded via the community school grant to meet the needs of students.</p> <p>The Site Coordinator has been able to connect with key stakeholders to expand the Community Engagement team and has conducted two meetings. Meetings include overview of roles and responsibilities for the team, the community engagement strategy, receivership targets, community school grant allocation and next steps. As stated, the Site Coordinator’s position started in January of 2018, so time constraints continue to be challenging.</p>
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Given the midyear award and hire of the Site Coordinator, there have been both accomplishments and challenges in implementing the planned approach. Accomplishments include the hiring of the Site Coordinator, the additional counselor to support a more personalized approach to cohort support, the expanded day offerings and the newly developed STAR program for overage and under-credited youth. Challenges include the tension between conducting a comprehensive needs and asset assessment and implementing responsive programming at the same time, in order to be effective stewards of the funds.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. The school has set up meeting with facilities.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

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

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		
SIG:	Green	The SIG budget is on track because it is mostly personnel and hourly pay for expanded offerings. These costs are being spent down. The one programmatic adjustment that will be required is that the staff member serving as the Administrator for Student Supports has transitioned into a non-grant funded administrative position. An amendment may be forthcoming as the school makes decisions about how to accommodate this.
CSG:	Yellow	<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. There are challenges inherent in the timing of award and release of funding, particularly where staffing, contracts and facilities are concerned. As Northeast and the District seek to be responsive to our school community’s needs and to be good stewards of the funds, timely and flexible programmatic approvals will be requested.</p> <p>Code 15: Site Coordinator hired January 2, 2018. Additional school counselor appointed Board approval granted and/or in process for additional hourly pay for teachers to provide intervention and learning recovery opportunities</p> <p>Code 16: Additional custodial and civil service hourly pay for Saturday classes and support</p> <p>Code 40: Contracts in place or in process for services from: Community Place of Greater Rochester Encompass for Learning Center for Youth University of Rochester Medical Center</p> <p>Code 45: Flexible fund for refugees now available Washer/dryer for refugee/homeless students/families purchased</p> <p>Code 46: Bus and local travel support for parents</p>

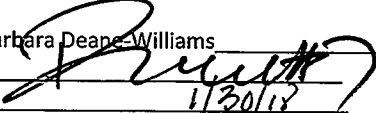
		Travel to CS conference in NYC (January) and Baltimore (May) being planned CODE 30: Capital Projects: The school and District are working to plan and decide what projects are viable within

Part VII: Best Practices (Optional)


<u>Best Practices</u> 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.	Cohort tracking	While the school continues to refine the approach to displaying data and communication between teachers and the support staff, the approach to frequently monitoring and intervening with students is paying off, evidenced by the increasing number of on-track students.
2.	Panther Progress Room	This system is a responsive and restorative approach to high volume and intensity of social-emotional needs. It is a first-time responder, providing students a place to quickly recover, reflect and repair harm, returning to class as soon as possible. This system meets student need, reduces the amount of time school leaders spend on small disciplinary issues and reduces the time out of class for students.
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): Nakia Burrows
Signature of CET Representative: 
Date: 1/29/18