

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43518			
MLK Jr. School #9	261600010009	Rochester City School District	n/a	Check which plan below applies:			
				SIG	SCEP		
				n/a	X + PSSG		
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Sharon Jackson	Amy Schiavi, <i>Chief of Schools</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		PK4 - 6	44.4% ELL and 3.9% Former ELL (<i>internal SPA data as of 1/18/19</i>)	12.6% (<i>internal SPA data as of 1/18/19</i>)	689 (<i>internal SPA data as of 1/18/19</i>)
	Appointment Date: August 2016						

Executive Summary

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

Dr. Martin Luther King, Jr. School #9 is proud to report that its accountability designation has improved significantly – it is now a school in Good Standing! While the school is excited about its new designation, it remains committed to continuing to refine the systems and programs of improvement it has established in order to continue to meet the academic and social-emotional needs of its students and their families.



School #9 continues to strengthen last year’s programs and supports for its students and families impacted by Hurricane Maria. Current programming encompasses opportunities to meet the needs of diverse learners; for example, targeted interventions, enrichments, and accelerations, as well as social-emotional supports embedded within the school day. The school has acquired additional personnel to reduce student group size during interventions.

As a pilot school for the International Center for Leadership in Education framework, “Literacy for a Lifetime” teachers and administrators received professional learning and follow-up coaching on the rigor/relevance framework. This professional learning has built teaching capacity in instruction, anchored in the theories of depths of knowledge. In addition, teachers continue to develop and deliver cognitive, rigorous, and culturally/linguistically relevant instruction in all content areas. Faculty have also established personal learning networks as a means to develop self-sustaining professional growth practices. As a result of this embedded professional development with the International Center for Leadership in Education (ICLE) to increase rigorous and relevant instruction, School #9 students met 9 out of 10 metrics and made gains in ELA and Math.

School #9 continues to strengthen practices to support a community school model; for example, the Community Resource Teacher (CRT) and the Community School Site Coordinate (CSSC) collaborate to seek and build additional relationships with families and stakeholders within and outside of the school. The team cultivates partnerships with community resources to focus on and address strengthening participation of parent volunteers, host meetings, and workshops for families. In collaboration with the Community Engagement Team (CET), the CRT and CSSC monitor priorities identified from 2016-2019 Needs Assessments. The CET Team will start to prepare for its second three-year Needs Assessment. The CET will conduct town hall meetings, hold forums, and survey stakeholders to gather feedback to support the school community.

School #9 continues to collaborate with BADEN Street Settlement to implement the 21st Century Community Learning Center grant. This grant supports interventions, enrichments, accelerations, social and emotional development, and family engagement. The school is in the second year of the grant. Joint family engagement activities began in November, and overall the school and agency will collaborate to host 18 Saturday family events.

Of particular note, as a result of the Hurricane Maria and the displacement of hundreds of families from Puerto Rico, School #9 continues to welcome scores of displaced students and families. For example, the school continues to provide immediate supports needed for settlement and acculturation into the educational process. The social worker, community site coordinator, community resource teacher, CASE, and parent liaison provide informative sessions to families so that they can identify resources such as housing, employment, and medical/mental health services. In addition, the school continues to work individually with families to ensure that basic needs are met.

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) which demonstrate impact towards meeting the target.
#5 – School Safety	7	<5 Serious Incidents or 20% reduction = 5.6			<p>PBIS Practices:</p> <ul style="list-style-type: none"> School #9 continues with its strong PBIS practices (DREAM) to build community and maintain high standards for behavior. Students are able to articulate expectations; for example, 100% of students participated in the September celebration. 100% of students participated, with 17 families’ signatures. Some families who participated included more than one adult. <p>Professional Learning:</p> <ul style="list-style-type: none"> Staff implements practices from the text, “No More Culturally Relevant Teaching” by Souto-Manning, Lugo-Llerena, Martell, Salas-Maguire, and Arce-Boardman, to promote delivery of culturally and linguistically relevant, appropriate instruction by all staff. 	<ul style="list-style-type: none"> Attendance data Suspension data Serious incident and referral data 	<p>Attendance Data: Average daily attendance at School #9, as of 1/18/19, is 88.1% K - 6. Currently, 49 students have perfect attendance and 110 students have attendance between 97 - 99.9%. The attendance committee meets to review data and provide support to chronically absent students.</p> <p>Suspension Data/ Serious Incident Data: As of 1/4/19, the school has logged two (2) serious incidents and five (5) short-term suspensions.</p>



				<ul style="list-style-type: none"> • Collegial Learning Circles “Ghost Boys” by Jewell Parker Rhodes, Girls Group, and Boys Group have amplified students’ voices and leadership; the school established a Student Council Government. • Professional learning through ICLE has increased staff capacity to deliver instruction aligned with the rigor/relevance framework. Further professional development is needed; the school has indirect support from ICLE; as of 1/25/19, the school continues to advocate with the District to identify funding for a contract for direct services with this partner. 		
# 9 – ELA All Students Level 2 & Above	25%	51% or 10 percentage points = 35%		See Indicator #33.		
#15 – Math All Students Level 2 & Above	27%	51% or 10 percentage points = 37%		See Indicator #39.		
#33 – 3 – 8 ELA All Students MGP	48.68	50.72 or +2%		<p>Embedded Literacy Block:</p> <ul style="list-style-type: none"> • School #9 has an additional literacy foci emphasizing literacy in Social Studies and Science content blocks. 	<ul style="list-style-type: none"> • NWEA ELA • Benchmark Assessment System: Fountas & Pinnell 	<p>Winter Reading NWEA Data:</p> <p>Winter testing window currently open; will close 2/8/19; data will become available the week of 2/11/19.</p>



					<p><u>Data Analysis of Literacy and Numeracy:</u></p> <ul style="list-style-type: none"> • Data Meetings with individual teachers to increase alignment of instruction with identified instructional priorities and students continue. The conversations center specifically on individual students to enhance teachers’ abilities to address student need and identify resources. In addition, the conversations strengthen school’s core instruction and reduce student referrals to the Problem-Solving Team. • School #9 continues to track AIS progress electronically with on-line Data Notebook. This tool has allowed the school to review data comprehensively, identify root causes of lack of student excellence, and put specific strategies in place to address student need. • Students receive intervention in ELA, Math, and Spanish NLA to meet metrics aligned to student groups <p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> • Professional learning through ICLE has increased staff capacity to deliver instruction aligned with the rigor/relevance framework. Further professional development is needed; the school has indirect 	<ul style="list-style-type: none"> • Writing Pre/Post Assessment • MyOn • Newsela • ReadWorks 	
#39 – 3 – 8 Math All Students MGP	48.76	51.17 or +2%			<ul style="list-style-type: none"> • NWEA Math • Exit tickets • ALEKS • Quizzes • ZEARN 	<p><u>Winter Math NWEA Data:</u> Winter testing window currently open; will close 2/8/19; data will become available the week of 2/11/19.</p>	



				<p>support from ICLE; as of 1/25/19, the school continues to advocate with the District to identify funding for a contract for direct services with this partner.</p> <ul style="list-style-type: none">• Administrators will continue to conduct focused walkthroughs to document and track impact, as well as provide feedback on academic discussions and learning connections made during instruction, reciprocal teaching strategies, and constructed written responses. Work with ICLE has increased faculty knowledge of the remaining rubric criteria in the Rigor, Relevance, and Engagement Framework. <p><u>Curriculum/Instruction:</u></p> <ul style="list-style-type: none">• School #9’s faculty and staff implement a redesigned curriculum focusing on Next Generation Learning Standards to increase higher level tasks and questions aligned to Bloom’s Taxonomy and Quad D activities. <p><u>Additional Interventions:</u></p> <ul style="list-style-type: none">• 100% of students receive interventions or enrichments during embedded ELT and/or classroom day.		
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					<ul style="list-style-type: none"> Targeted groups of students receive interventions in math in both English and Spanish. Increasing numbers of classrooms post data walls that highlight growth. Students learn to articulate their performance on NWEA and learning goals. Data review suggests that the majority of students continue to make 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 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 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.
#2 – Plan for and implement Community School Model	N/A	SED Rubric			<ul style="list-style-type: none"> The Community School Site Coordinator, CET, SBPT, PTO and various Community Partners continue to implement six specific recommendations to increase the implementation of the Community School Model. The team is gearing up to administer its second Needs Assessment, as aligned with the three-year cycle. 	<ul style="list-style-type: none"> Community Resource Teacher Monthly Parent Newsletter Parent Volunteers Parent Forum Attendance Partnerships 	<ul style="list-style-type: none"> See Indicator #5 See data in NYSED Community School Model rubric. Needs Assessments and Priorities



				<p><u>21st Century Grant/Baden St. Partnership:</u></p> <ul style="list-style-type: none"> • This partnership provides expanded learning opportunities for students, and community partnership opportunities for parents, on Saturdays. The school and agency will partner to host at least 18 Saturday events. <p><u>Supports for Newly Arrived Students:</u></p> <ul style="list-style-type: none"> • The school continues to support recently arrived students’ social/emotional and academic needs. CSC and support staff collaborate with community partners to secure resources to bolster support of these students needs academic, linguistic and social-emotional needs in students’ home language of Spanish. • Intervention supports from social worker, bilingual math and literacy intervention, and ESOL enrichment. 		
#18 – Math Hispanic Students Level 2 and Above	21%	46% or 10 percentage points = 31%		<p>71.4% of the school’s student population is considered “Hispanic.” This is a significant portion of the school’s All Student population.</p> <p>School No. 9 is working to add an additional bilingual math intervention teacher to support needs of students and ESOL RtI teacher to support language acquisition. School had to reduce intervention teacher based on lack of funding. School Chief plans to work with budget dept. to restore based on Hurricane Relief Aid reimbursement to building.</p> <p>See Indicator #39.</p>		



#20 – 3-8 Math ED Students Level 2 and Above	27%	45% or 10 percentage points = 37%			<p>91% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>		
#41 – 3-8 Math Black Students MGP	47.84	48.96 or +2%			<p>27.4% of the school’s student population is considered “African American.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>		
#94 – Provide 200 Hours of Extended Day	N/A	SED Rubric			<ul style="list-style-type: none"> ● 100% of School #9’s students take advantage of expanded learning opportunities, as it uses a 7.5 hour day to support and develop the whole child. School #9 continues to offer intervention, enrichment and acceleration opportunities through its ELT programming. Interventions and enrichments align to student need, and voice and choice to design enrichment opportunities that include Lego League, Future Cities Team, Yoga, Dance, karate, running club, and Jewelry Design. These activities were recently highlighted at the RCSD’s School Expo. ● School #9’s Future City Team did not compete in the National Future Cities Competition because of weather. However, the team will compete at RCSD competition. Students will make another selection for enrichment clubs in March. 	<ul style="list-style-type: none"> ● Attendance data ● School Safety data ● Staff/Student/Parent Satisfaction Survey Provider Survey <ul style="list-style-type: none"> ● ELT walkthroughs 	<ul style="list-style-type: none"> ● See Indicator #5 ● See data in NYSED ELT rubric.



				<ul style="list-style-type: none"> School 9 actively seeks additional resources to support the school’s population of recently arrived students from hurricane-affected areas, both academically and social-emotionally; for example, reimbursement of funds from Hurricane Relief Aid. The school is steadfast in securing resources to bolster support of these students needs in students’ home language of Spanish. 		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

<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		This school year, School #9 will continue to increase its 1:1 ratio of technology to students grades K - 2. Additionally, classroom teachers attended the ICLE Model Schools Conference to acquire professional development to support task and projects aligned to Rigor/Relevance Framework and Bold School concepts in Grades K- 6. The curriculum offers rigorous and relevant learning opportunities with integration of technology. Finally, School #9 implements its revised curriculum aligned to NG Learning Standards aligned to the ICLE Rigor/Relevance Framework. (ICLE’s contract is not finalized)	
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A	
3. Relationships: Create a Culture that Values and Supports Learning for ALL Students		Faculty and staff focused on building relationships to support rigor and relevance that creates an environment that allows students to learning through Growth Mindset lessons and activities. The school will continue participation with ICLE to implement the Rigor and Relevance Framework, build relationships, and focus on promotion of student ownership of learning with emphasis on Richard Cash’s “Self-Regulation in the Classroom: Helping Students Learn How to Learn. ICLE contract delay impacts the level of	



			understanding to for new teachers. Teacher leaders and grade level chairs provide support. Finally, students apply prior knowledge to discuss their goals and learning targets.
4.	Differentiated Programs for Diverse Learners		As stated earlier, School # 9 will continue to engage in numerous professional development opportunities to meet its Receivership metrics. School #9 highlights the bilingual team’s collaborative work to research and refine the dual language program. The school continues to increase support to recent arrival students’ social/emotional and academic needs, and will collaborate with community partners to secure resources to bolster support of these students needs academic, linguistic and social-emotional needs in students’ home language of Spanish.
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
	The CET meets monthly, with ad hoc meetings occurring on an “as-needed” basis. Three new members have been added to the team this quarter, each representing a community partner. Agendas, minutes and the CET membership roster, in English and Spanish, can be found here: https://www.rcsdk12.org/domain/11416 The team is poised to begin its second three-year cycle, and will prepare to begin to undertake its second “Needs Assessment,” aligned with its transformation into a Community School.
<u>Powers of the Receiver</u>	
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
	The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year: <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.



	<ul style="list-style-type: none"> 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 walkthroughs 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)	In alignment with higher-level needs assessments, this quarter, RCSD established partnerships with two new agencies. A partnership with FoodLink of Western NY, will add food pantries at all Community Schools, including School #9. A partnership with Hillside Health Home program will offer more opportunities for students and families at School #9 to receive general and mental health assistance; the Case Manager is scheduled to begin in early February, 2019.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: <ol style="list-style-type: none"> 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) 	The CET continues to meet on a monthly basis. Minutes, agendas and roster can be found here: https://www.rcsdk12.org/domain/11416 . In December, parents were asked to choose from evening, daytime or Saturday sessions for a parent forum regarding the future of the school.



<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 school continues to communicate with families and partners in the following ways (in English and Spanish):</p> <ul style="list-style-type: none"> ● School Newsletters ● Flyers (inviting parents to events) ● Surveys ● E-mails ● Program information and enrollment forms (LINKS, Champion Parents) ● Website ● Robo-calls
<p>3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee</p>	<p>Information on how to reach the CSSC is posted on our school website. Meetings are also advertised and open to interested guests who may want to join. This quarter, the CET added three new community partner members.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>See Part IV - Community Engagement Team and Powers of the Receiver.</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>The Community School Site Coordinator:</p> <ol style="list-style-type: none"> 1. Attended Community Schools Advocacy Day (Albany, NY) 2. Planned for and oversaw Breakfast with Santa Saturday event in December 3. Planned for Food Pantry - RSDC /Foodlink MOU needs completion 4. Initiated to provide GED Classes for our Parents at school 5. Expanded LINKS program (designed to address the social/emotional needs of children who have incarcerated loved ones) to include younger students in grades K-3 6. Planned with City of Rochester and Baden St. Center to re-start MLK Family Academy on Saturdays.
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>See Part VI - Budget.</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>See Part VI - Budget.</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 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:		Expenditures are on target and supporting provision of extended learning time intervention and acceleration opportunities, as indicated with the most recent FS-10A submitted. These include: Code 15 - Funding allocated to support utilization of per diem subs to support ELT. Code 40 - Funding allocated to for utilization of Artists-in-Residence and paraprofessionals to provide and support ELT.
SIG:	N/A	
CSG:		Code 15 - Funding allocated to staff a 1.0 FTE Community Schools Site Coordinator Code 30 - All projects will be complete by June 30, 2019.



Part VII: Best Practices (Optional)

<p><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.</p>		
<p>List the best practice currently being implemented in the school.</p>		<p>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.</p>
1.	Champion Parents	Parents from each classroom are engaged in various activities each month. Their assignments vary from working in the classroom to assisting at school-wide celebrations. Students benefit from seeing parents involved in school activities that are positive in nature. Parents take ownership of the school and begin to volunteer in other committees, some eventually working for the school.
2.	Monthly school-wide newsletter	Families are kept informed about events taking place at school, clinic information, school announcements, important dates and upcoming community events. Newsletters feature a wellness article, giving parents ideas on how to keep the family active at home.
3.	LINKS-an original program designed to address the needs of students with Incarcerated loved ones.	Students who participate in LINKS have reported feeling supported by their peers, accepted, and that they are not “alone anymore.” They have learned ways to deal with their frustrations and have found a place where they belong and can express themselves.



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, Superintendent

Signature of Receiver: *Barbara Deane-Williams*

Date: 1-31-19

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): Gaynelle D. Wethers

Signature of CET Representative: *Gaynelle D. Wethers*

Date: January 28, 2019



Receivership Quarterly Report—2nd Quarter

October 14, 2018 – January 31, 2019
(As required under Section 211(f) of NYS Ed. Law)

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): Gaynelle D. Wethers
Signature of CET Representative: Gaynelle D. Wethers
Date: January 28, 2019