

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:			
School #45 Mary McLeod Bethune	261600010045	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (5, 6, or 7):			X
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Rhonda Morien	Amy Schiavi, School Chief Michele Alberti White, Executive Director of School Innovation		PK-8	4.2% *Internal SPA 1/2/19	15.4% *Internal SPA 1/2/19	568 *Internal SPA 1/2/19
	Appointment Date: July 2015						

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .

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



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

Part I – Demonstrable Improvement Indicators (Level 1)

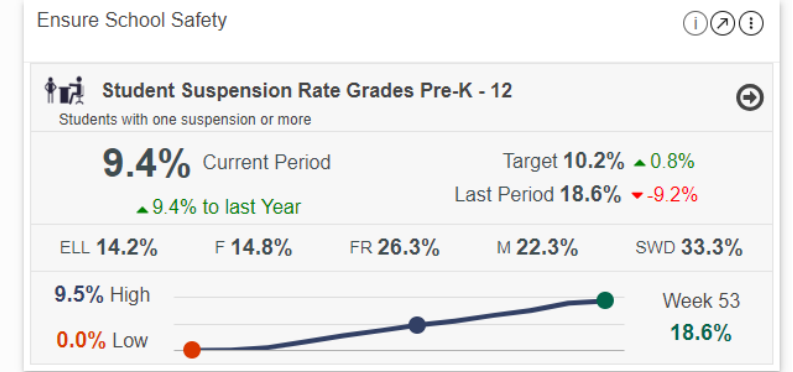
Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.



<p>Indicator Code # 5 School Safety</p>	<p>19</p>	<p>13 (20% decrease)</p>		<p>Yes</p>	<p>100% of Mary McLeod Bethune Tier 3 students will have a fully implemented RTI plan that addresses their specific social-emotional needs that are monitored 2x/quarter by the grade-level MTSS team and individual case managers.</p> <ul style="list-style-type: none"> • SEL professional development for all teachers 6x with a focus on BIPs and strategies to improve behavior in the classroom • Customized kits purchased for each classroom to support the most intrusive classroom behaviors • Data walls established for each reconnect and ATS monitored weekly by the house administrator • Restructuring of the reconnect rooms to align with needs • Behavior behavior plans established and monitored • Middle school behavior reset • Leader in Me action teams created for all staff members • Student Lighthouse Team implemented • 181 students are receiving SEL support: 10 in Tier 1, 93 in tier 2 and 57 in tier 3 • Student mentor program established with older students to younger students • Student led 2nd group • Liberty partnership • Middle school CFY gender based leadership groups • Collegial book circle on trauma informed instruction 	<ul style="list-style-type: none"> • Discipline referrals • MTSS Meeting Minutes • Teacher lesson plans reflecting Second Step implementation • Workshop Logs • Mediation logs 	<table border="1"> <thead> <tr> <th data-bbox="1814 261 2120 358">Behavior Data</th> <th data-bbox="2120 261 2325 358">9/1- 10/15 (6 weeks)</th> <th data-bbox="2325 261 2550 358">10/15- 1/15/31 (11 weeks)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1814 358 2120 436">Long terms</td> <td data-bbox="2120 358 2325 436">0</td> <td data-bbox="2325 358 2550 436">2</td> </tr> <tr> <td data-bbox="1814 436 2120 529">OSS</td> <td data-bbox="2120 436 2325 529">2</td> <td data-bbox="2325 436 2550 529">11</td> </tr> <tr> <td data-bbox="1814 529 2120 621">Serious Index</td> <td data-bbox="2120 529 2325 621">1</td> <td data-bbox="2325 529 2550 621">1</td> </tr> <tr> <td data-bbox="1814 621 2120 714">Reconnect</td> <td data-bbox="2120 621 2325 714">127</td> <td data-bbox="2325 621 2550 714">431</td> </tr> <tr> <td data-bbox="1814 714 2120 807">ATS</td> <td data-bbox="2120 714 2325 807">8</td> <td data-bbox="2325 714 2550 807">50</td> </tr> <tr> <td data-bbox="1814 807 2120 899">Mediations</td> <td data-bbox="2120 807 2325 899">20</td> <td data-bbox="2325 807 2550 899">38</td> </tr> <tr> <td data-bbox="1814 899 2120 1021">Workshops Provided</td> <td data-bbox="2120 899 2325 1021">55</td> <td data-bbox="2325 899 2550 1021">36</td> </tr> </tbody> </table>	Behavior Data	9/1- 10/15 (6 weeks)	10/15- 1/15/31 (11 weeks)	Long terms	0	2	OSS	2	11	Serious Index	1	1	Reconnect	127	431	ATS	8	50	Mediations	20	38	Workshops Provided	55	36
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- Advisory has a formal 5 day curriculum
- Middle school data wall to track reading levels
- Daily shared reading in K-1



Reflection: The number of kids going to reconnect is significant, Some teachers are beginning to over rely on its use. A plan is in place to address this. Long terms, OSS, and ATS are on track for at minimum a ten percent reduction for last year. Mediations and workshops need to be doubled before the next quarter and we are having independent conferences with teachers about anomalies in discipline data.



Indicator Code # 9 3-8 ELA All Students Level 2 & above	27%		Yes	<p>100% of teachers will hold reading conferences with all students on a bi-weekly basis and create lesson plans that clearly outlines data driven differentiation between subgroups (small group plans) in order to increase on grade level readers by 25% by the end of June 2019.</p> <ul style="list-style-type: none"> ● Academic reports on grades every two weeks for middle school ● Consistent homework plan ● Academic intervention provided for all students ● Genius Hour for enrichment in middle school ● Intensive, individualized academic coaching for struggling teachers that is tracked and monitored by administration ● Letter to parents explaining NWEA process and student scores ● Middle school data wall focused on common goal ● Higher quality instruction is taking place in ATS ● After school ELA club targeting our 1's and 2's ● PLC focused on increasing reading and writing across all grade levels and content areas ● Aligning reading and writing with NYS ELA rubric in all content areas ● K-1-daily shared reading ● Teachers College Consultant ● K-3 daily goal setting and a self assessment with a focus on student accountability and attainment of their reading goals ● Pausing points established at 3-6 to build in data driven test preparation 	<ul style="list-style-type: none"> ● Teacher conference logs ● NWEA ● IReady ● PSI Student Groupings ● Trend Data 	<p>NWEA-Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Reading)</p> <table border="1" data-bbox="1814 292 2378 592"> <thead> <tr> <th colspan="7" style="background-color: #D3D3D3;">Mary McLeod Bethune #45 ELA Proficiency Projections</th> </tr> <tr> <th style="background-color: #D3D3D3;">Year</th> <th style="background-color: #D3D3D3;">Fall 2017</th> <th style="background-color: #FFD700;">Winter 2017</th> <th style="background-color: #800080;">Spring 2017</th> <th style="background-color: #FFD700;">Actual 2017</th> <th style="background-color: #D3D3D3;">Fall</th> <th style="background-color: #FFD700;">Winter</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>9.10%</td> <td>10.90%</td> <td>11.60%</td> <td>28.60%</td> <td>6.30%</td> <td></td> </tr> <tr> <td>4th</td> <td>2.90%</td> <td>5.80%</td> <td>22.40%</td> <td>4.30%</td> <td>6.30%</td> <td></td> </tr> <tr> <td>5th</td> <td>6.40%</td> <td>6.10%</td> <td>6.50%</td> <td>8.20%</td> <td>3.20%</td> <td></td> </tr> <tr> <td>6th</td> <td>2.30%</td> <td>11.60%</td> <td>9.70%</td> <td>17.10%</td> <td>4.30%</td> <td></td> </tr> <tr> <td>7th</td> <td></td> <td>NA</td> <td>NA</td> <td>1.90%</td> <td>5.10%</td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td>NA</td> <td>NA</td> <td>10%</td> <td>4%</td> <td></td> </tr> <tr> <td>School-Wide Proficiency Total</td> <td>5.20%</td> <td>8.60%</td> <td>12.50%</td> <td>10.40%</td> <td>4.90%</td> <td></td> </tr> </tbody> </table> <p>Reflections: Our NWEA data is not aligning with our reading level data. We have established a rigorous writing plan to align with testing in grades 3-8. A common graphic organizer will be used across the school and intervention will regularly focus on analyzing the question to select the best response. Testing Units of Study will also be implemented in March.</p> <p>Percentage of Students Reading at Grade Level</p>	Mary McLeod Bethune #45 ELA Proficiency Projections							Year	Fall 2017	Winter 2017	Spring 2017	Actual 2017	Fall	Winter	3rd	9.10%	10.90%	11.60%	28.60%	6.30%		4th	2.90%	5.80%	22.40%	4.30%	6.30%		5th	6.40%	6.10%	6.50%	8.20%	3.20%		6th	2.30%	11.60%	9.70%	17.10%	4.30%		7th		NA	NA	1.90%	5.10%		8th		NA	NA	10%	4%		School-Wide Proficiency Total	5.20%	8.60%	12.50%	10.40%	4.90%	
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- During grade level PLC coaches will provide targeted professional development on holding individual reading conferences. Teachers will engage in PLC's for one hour per week.
- Teachers will progress monitor all students in Tier 1 (monthly), Tier 2 (bi-weekly) and Tier 3 (weekly) in order to gather data to inform small group instruction and plan for specific individual student learning gaps.
- Teachers will use data from quarterly assessments to establish small groups and plan instruction for all sub groups including enrichment students
- At least once monthly, administrators will collect conference logs for every classroom teacher.
- Coaches will provide classroom modeling for reading conferences as needed and Administrators will provide opportunities for teachers to observe peers during reading conferences

% at Benchmark	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter
K		65%	17%		67%	40%		86%
1st	24%	28%	35%	8%	31%	63%	22%	40%
2nd	39%	37%	55%	22%	34%	49%	48%	58%
3rd	16%	31%	58%	32%	39%	58%	42%	48%
4th	1%	13%	22%	27%	47%	58%	33%	60%
5th	23%	27%	49%	11%	50%	58%	58%	68%
6th	0%	4%	8%	16%	23%	38%	60%	65%
7th	NA	NA	0%	10%	15%	52%	43%	69%
8th	NA	NA	0%	22%	49%	69%	44%	77%
Total	17%	34%	30%	20%	40%	54%	44%	63%

Reflection: The number of kids reading at level has jumped significantly. Our reading programming is starting to see major results. We will continue on this course.

NYS ELA Proficiency Trends

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3rd	4.50%	7.50%	5.00%	14.30%	29%
4th	2.50%	2.70%	14.30%	6.80%	4%
5th	0.00%	6.40%	3.30%	8.50%	8%
6th	0.00%	0.00%	6.30%	4.20%	17%
7th	2%	0%	4%	9%	2%
8th	0%	0%	2%	11%	10%
School-Wide Proficiency Total	1.60%	2.80%	5.80%	9.40%	10%

Our NYS ELA data plateaued this year there are several reasons for that and a plan has been developed to bring about larger growth.

Phonics Continuum Screening



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Year	2016-2017			2017-2018			2018-2019		
% at Benchmark	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1st	35%	56%	47%	63%	57%	60%	68%	62%	
2nd	32%	63%	61%	44%	38%	20%	59%	61%	
3rd	31%	44%	63%	48%	60%	89%	52%	60%	
4th	46%	75%	88%	67%	80%	88%	72%	81%	
Total	37%	55%	62%	58%	59%	64%	63%	66%	

Reflection: The ability of our students to decode is increasing steadily. Our goal was 70% by the end of the year decoding on level. We are close. This number also is consistent with reading level improvement.

Oral Reading Fluency

Year	2017-2018			2018-2019		
% at Benchmark	Fall	Winter	Spring	Fall	Winter	Spring
3rd	32%	32%	42%	25%	30%	
4th	20%	28%	29%	23%	23%	
5th	31%	43%	34%	31%	32%	
6th	30%	30%	36%	51%	54%	
7th	NA	25%	23%	NA	NA	
8th	NA	42%	58%	NA	NA	
Total	29%	32%	37%	32%	34%	

Reflection: This is an area that we need to reshift some energy to. These numbers need a significant increase and are not aligning with reading proficiency. A plan will be developed to address.



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Indicator Code # 15 3-8 Math All Students Level 2 and above	27%		Yes	<ul style="list-style-type: none"> ● Zearn Celebrations for Students-120 minute shout outs for students hitting the 2 hour mark ● Math conferences for all students after the Common Formative Assessments, mid and end mission assessments ● Looking at Student Math Work monthly in PLC's ● Common Mathematical Language established across 3-6 ● Teacher created state test aligned rubrics ● Common exit tickets based on focus standards and next step instruction ● Instructional small groups changed at each unit juncture based on NWEA achievement in the content area of the new unit. ● RTI adjusted plans based on the newest content in each unit. ● The students set goals for NWEA winter testing to see if they can meet or exceed that goal. 	<ul style="list-style-type: none"> ● Zearn Reports ● MCOMP trends ● Common formative Assessments ● NWEA 	<p>NWEA Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Mathematics)</p> <table border="1"> <caption>Mary McLeod Bethune #45 Math Proficiency Projections</caption> <thead> <tr> <th>Year</th> <th>Fall 2017</th> <th>Winter 2017</th> <th>Spring 2017</th> <th>Actual 2017</th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>11.30%</td> <td>19.60%</td> <td>18.60%</td> <td>20.90%</td> <td>7.60%</td> <td></td> </tr> <tr> <td>4th</td> <td>4.40%</td> <td>1.40%</td> <td>3.00%</td> <td>13.00%</td> <td>8.40%</td> <td></td> </tr> <tr> <td>5th</td> <td>2.10%</td> <td>4.10%</td> <td>8.50%</td> <td>8.30%</td> <td>3.10%</td> <td></td> </tr> <tr> <td>6th</td> <td>9.10%</td> <td>9.30%</td> <td>12.20%</td> <td>15.00%</td> <td>6.40%</td> <td></td> </tr> <tr> <td>7th</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>1.90%</td> <td>5.20%</td> <td></td> </tr> <tr> <td>8th</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>School-Wide Proficiency Total</td> <td>6.7</td> <td>8.60%</td> <td>10.50%</td> <td>10.70%</td> <td>5.1</td> <td></td> </tr> </tbody> </table> <p>MCOMP Trend Data</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">2017-2018</th> <th colspan="3">2018-2019</th> </tr> <tr> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> <td></td> <td>QDM</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td></td> <td></td> <td>26%</td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td></td> <td></td> <td></td> <td>38%</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td>71%</td> <td>66%</td> <td>51%</td> <td>43%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>45%</td> <td>40%</td> <td>35%</td> <td>41%</td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td>59%</td> <td>54%</td> <td>55%</td> <td>42%</td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td>47%</td> <td>42%</td> <td>39%</td> <td>53%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Reflection: A 14 percent growth occurred from spring to fall, winter data is not yet available. Special Education</p>	Year	Fall 2017	Winter 2017	Spring 2017	Actual 2017	Fall	Winter	3rd	11.30%	19.60%	18.60%	20.90%	7.60%		4th	4.40%	1.40%	3.00%	13.00%	8.40%		5th	2.10%	4.10%	8.50%	8.30%	3.10%		6th	9.10%	9.30%	12.20%	15.00%	6.40%		7th	NA	NA	NA	1.90%	5.20%		8th	NA	NA	NA	0%	0%		School-Wide Proficiency Total	6.7	8.60%	10.50%	10.70%	5.1		Year	2017-2018			2018-2019			Fall	Winter	Spring	Fall	Winter	Spring	K					QDM		1st				26%			2nd				38%			3rd	71%	66%	51%	43%			4th	45%	40%	35%	41%			5th	59%	54%	55%	42%			6th	47%	42%	39%	53%		
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						<ul style="list-style-type: none"> Students going more restrictive: 5 Students going less restrictive-8 Students staying the same: 18 <p>Reflection: we are seeing a decrease in the amount of students going more restrictive. We have worked hard to mainstream many of our students with autism throughout the day the last two years to further encourage more LRE's.</p> <p>NYS Math Proficiency Data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #D9E1F2;"> <th>Year</th> <th>2013-2014</th> <th style="background-color: #F4C400;">2014-2015</th> <th style="background-color: #C85135;">2015-2016</th> <th style="background-color: #6A8D9A;">2016-2017</th> <th style="background-color: #C85135;">2017-2018</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>2.00%</td> <td style="background-color: #F4C400;">23.00%</td> <td style="background-color: #C85135;">5.00%</td> <td style="background-color: #6A8D9A;">16.00%</td> <td style="background-color: #C85135;">21%</td> </tr> <tr> <td>4th</td> <td>2.00%</td> <td style="background-color: #F4C400;">3.00%</td> <td style="background-color: #C85135;">16.00%</td> <td style="background-color: #6A8D9A;">3.00%</td> <td style="background-color: #C85135;">13%</td> </tr> <tr> <td>5th</td> <td>6.00%</td> <td style="background-color: #F4C400;">14.00%</td> <td style="background-color: #C85135;">0.00%</td> <td style="background-color: #6A8D9A;">11.00%</td> <td style="background-color: #C85135;">8%</td> </tr> <tr> <td>6th</td> <td>2.00%</td> <td style="border: 2px solid #0070C0; background-color: #F4C400;">5.00%</td> <td style="background-color: #C85135;">9.00%</td> <td style="background-color: #6A8D9A;">6.00%</td> <td style="background-color: #C85135;">15%</td> </tr> <tr> <td>7th</td> <td>0.00%</td> <td style="background-color: #F4C400;">0.00%</td> <td style="background-color: #C85135;">4.00%</td> <td style="background-color: #6A8D9A;">2.00%</td> <td style="background-color: #C85135;">2%</td> </tr> <tr> <td>8th</td> <td>0%</td> <td style="background-color: #F4C400;">0%</td> <td style="background-color: #C85135;">0%</td> <td style="background-color: #6A8D9A;">0%</td> <td style="background-color: #C85135;">0%</td> </tr> <tr> <td>School-Wide Proficiency Total</td> <td>2.00%</td> <td style="background-color: #F4C400;">8.00%</td> <td style="background-color: #C85135;">6.00%</td> <td style="background-color: #6A8D9A;">7.00%</td> <td style="background-color: #C85135;">11.00%</td> </tr> </tbody> </table> <p>Reflection: Math growth this year was steady. Adding additional math intervention blocks helped significantly. Unfortunately there wasn't funding for that extra staffing this year so we have to limit the amount of students receiving intervention. .</p>	Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	3rd	2.00%	23.00%	5.00%	16.00%	21%	4th	2.00%	3.00%	16.00%	3.00%	13%	5th	6.00%	14.00%	0.00%	11.00%	8%	6th	2.00%	5.00%	9.00%	6.00%	15%	7th	0.00%	0.00%	4.00%	2.00%	2%	8th	0%	0%	0%	0%	0%	School-Wide Proficiency Total	2.00%	8.00%	6.00%	7.00%	11.00%
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Indicator Code # 33 3-8 ELA All Students MGP			Yes	See Indicator #9		See Above																								
Indicator Code # 39 3-8 Math All Students MGP	42.67		Yes	See Indicator #15		See Above																								
Indicator Code # 85 Grades 4 and 8 Science All Students Level 3 and above	23%	35%	Yes	<ul style="list-style-type: none"> We have also established a partnership with BOCES and have reevaluated our resources and purchase more comprehensive kits. Middle school labs established 4th grade science pacing plan established Science college courses taught here and prospective teachers modeled science lessons in classes Literacy kits established to align with science themes 	<ul style="list-style-type: none"> Unit Exams NYS Exams Pacing Guides 	Science Proficiency Trends <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Year</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>35.80%</td> <td>40.00%</td> <td>74.00%</td> <td>43.85%</td> <td>58.82%</td> </tr> <tr> <td>8th</td> <td>1.70%</td> <td>8.00%</td> <td>10.00%</td> <td>19.11%</td> <td>17.50%</td> </tr> <tr> <td>School-Wide Proficiency Total</td> <td>21.00%</td> <td>27.00%</td> <td>44.00%</td> <td>30.00%</td> <td>43.50%</td> </tr> </tbody> </table> <p>Reflection: Science growth was steady this year. A new science teacher with a strong plan for preparing kids for the exam will help significantly.</p>	Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	4th	35.80%	40.00%	74.00%	43.85%	58.82%	8th	1.70%	8.00%	10.00%	19.11%	17.50%	School-Wide Proficiency Total	21.00%	27.00%	44.00%	30.00%	43.50%
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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	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe	List the formative data points being used to assess progress	Based upon those formative data points, provide quantitative and/or qualitative
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				progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	towards meeting the target for this indicator?	statement(s) which demonstrate impact towards meeting the target.
	N/A			Yes		<ul style="list-style-type: none"> ● Individualized parent meetings for high school selection for all 8th graders ● Needs Surveys ● Clothing Closet Logs ● Food Cupboard Logs 	<ul style="list-style-type: none"> ● Made new community connection with True Light Church of God and Christ . Assisting with 2018 holiday toy drive / collaborating with 45 school ● School partners committing to a W.I.G. in progress ● Began 2nd administering Needs Survey for parents to staff. Starting with epk. goal to have 100% responses by Dec 20th ● Assisted our parent school volunteer with employment with The Center for Youth services, job duties to oversee the clothing closet and food pantry and as needed in throughout the building ● Guiding our new student lighthouse committee with planning and coordinating our school wide events Halloween In The Hallway ● Hosted a middle school community picnic (bbq), welcoming back to school initiative for middle school students and their families.
Indicator Code # 2							
Plan for and implement Community School Model							



						<ul style="list-style-type: none">● Middle school community project, to invite surrounding neighbors to our Halloween In The Hallway event using pumpkins and invitations and deliver them personally door-to-door.● Held a Book bag and school supply giveaway . This was an annual community event where our school families and community members can pick up a free custom 45 school book bag and school supplies to be prepared for a new year.● Assisted 12 parents with job resources and resume building● The B.S.A. Exploring program is collaborating with the Boys and Girls Club by offering a Robotics Club every Tues and Thursday after school.● All of our school partners committed to using 2nd Step Curriculum language in their program/practice while servicing our students● New community clothing closet accessible to all students and Families in need of clothing and footwear. Usage from Oct 1st- 17th: 1 staff member, 38 students, 15 families, 5 community members
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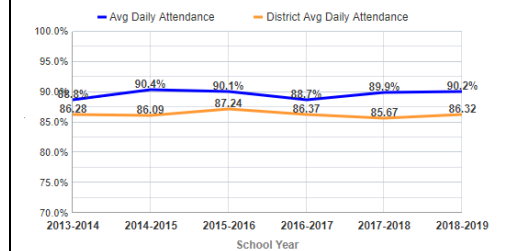
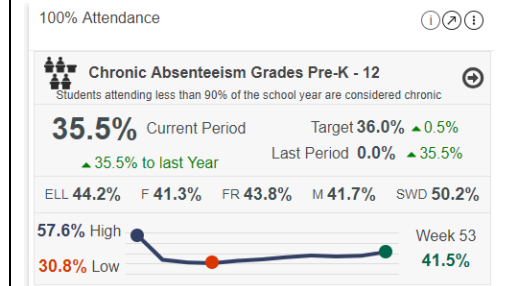


						<ul style="list-style-type: none"> Started a new monthly community newsletter to share important news and community school updates Had Home Depot assist with material donations for one of our family’s home that was recently damaged Girl Scouts will offer programming and will collaborate with the Boys & Girls Club after school
Indicator Code # 6 Family and Community Engagement (DTSDE Tenet 6)	Stage 1	Stage 2,3,4		<p>By June 2019, 100% of families will have a face to face meeting with their child's homeroom teacher two or more times as evidenced by parent/teacher conference logs, a parent PD plan will have been created and implemented and an action plan will be developed and implemented.</p> <ul style="list-style-type: none"> Grade Level Teachers will send a letter to parents that will identify the necessity of the 2 parent teacher conferences for the year The Parent Involvement Team (PIT) will develop a parent PD plan Monitored Monthly at the PIT team meeting 	<ul style="list-style-type: none"> Parent Conference Logs PD Plan Monthly parent event Calendar 	<p>These are the events we held for families, in addition to a monthly Coffee with the Principal and a monthly Family Breakfast.</p> <p>10/16 STEM w/Candy Apples 10/18 Open Mic 10/23 Computer Literacy 10/25 Family Scavenger Hunt 10/30 STEM/Halloween Activity 11/1 Literacy Night 11/8 Healthy Cooking 11/13 Computer Literacy Night 11/14 Black Fem Financial Workshop 11/15 Family Scavenger Hunt 11/20 Family Arts & Crafts 11/27 Grieving Workshop 11/29 Open Mic Night 12/4 Computer Literacy 12/6 Healthy Cooking 12/11 Financial Literacy 12/13 Family Bingo Night 12/18 Holiday Arts & Crafts 12/20 Winter Wonderland</p>



12/21 Hip Hop Nutcracker
 12/28 Family Movie Day
 1/3 Computer Literacy Night
 1/8 Goal Setting
 1/10 Second Step Jeopardy Night
 1/13 RPO

Reflection:



Average daily attendance is 90.2, four points above the district average.

Reflection: Transportation is still the families biggest barrier in sending their child to school. Because of high crime in the area, families do not want to send their child a mile and a half up the street alone. If I could put 20 of our chronically absent students on a bus this number would



							continue to rise. Chronically absent students have shown growth.	
Indicator Code # 14 3-8 ELA ED Students Level 2 and above	14%	26%		Yes			See Above	
Indicator Code # 20 3-8 Math ED Students Level 2 and above	14%	26%		Yes			See Above	
Indicator Code # 94 Providing 200 Hours of Extended Day	N/A			Yes			Every child receives an additional hour of instruction every day.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

Key Strategies

- Do not repeat strategies described in Parts I and II.



<ul style="list-style-type: none"> If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction		The following technology components have been added to our school this year: 3 mini carts, 5 chrome carts, 20 Chrome boxes, 30 Ipads, 18 chromebooks, 18 Ipads We are using the following programs with fidelity: Zearn 1-6 Iready 7-8 Google classroom 7-8 Myon K-8		
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY				
3.					
4.					
5.					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u> Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out



	Our Community Engagement team has met monthly Minutes are attached				
<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				
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> · Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. · 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. · 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 additional professional development opportunities and long range planning. · 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. 				
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)	96 Needs Assessments Completed
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	<ul style="list-style-type: none"> • We host monthly breakfasts for families and a monthly coffee hour with families to share updates and solicit feedback • Monthly CET meetings • SBPT Meetings
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	We translate flyers and Calendars into Spanish and English
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	Daily access to Community school coordinator
Steering Committee (challenges, meetings held, accomplishments)	CET team meets monthly. Our focus has shifted from sharing just updates to partnership goal setting and accountability.
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	SEE ABOVE in Indicator
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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

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



<i>Budget Analysis</i>			
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.	
PSSG:		No PSSG	
SIG:		No SIG Budget this Year	
CSG:		Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant’s end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, School 45’s CSG financial support for 2018-2019 includes: Code 16 * Cleaner Code 40 *Site Coordinator Code 45 *Playground
		Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant’s end date was extended through June 30, 2019. All code 30 projects will be completed by that date.

Part VII: *Best Practices (Optional)*

Best Practices



The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Alignment of School Wide Goal to the administrative focus of the administrative team, coaches, teachers and students	This has allowed every member of the school community to move in the same direction while increasing accountability and support.
2.	Intensive focus on conferencing and student accountability for conferencing goals	Every classroom teacher is conferring in writing and all but two are conferring in reading. Classroom conference logs were collected, analyzed and feedback was given to each teacher.
3.	Use of reading and writing Progressions K-8 at about 80% implementation	The use of progressions has allowed teachers to have stronger conferences aligned to standards while still meeting the individual needs of our students. Progression work is evidenced in conference logs and conferences.

Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Barbara Deane-Williams, Superintendent

Signature of Receiver: 

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): Heather Bearce

Signature of CET Representative: 



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