Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

<table>
<tr><td>School Name</td><td>School BEDS Code</td><td>District</td><td>Lead Partner or EPO</td><td colspan="4">Hyperlink to where this report will be posted on the district website:
www.rcsdk12.org/schoolinnovation</td></tr>
<tr><td rowspan="2">Dr. Walter Cooper Academy School No. 10</td><td rowspan="2">261600010010</td><td rowspan="2">Rochester City School District</td><td rowspan="2">EL Education</td><td colspan="4">Check which plan below applies:</td></tr>
<tr><td colspan="3">SIG 7

Cohort (6, or 7): SIG 7

Model: Innovation & Reform</td><td>SCEP</td></tr>
<tr><td>Superintendent/EPO</td><td>School Principal</td><td colspan="2">Additional District Staff working on Program Oversight</td><td>Grade Configuration</td><td>% ELL</td><td>% SWD</td><td>Total Enrollment</td></tr>
<tr><td>Mr. Terry Dade</td><td>Camaron Clyburn

Appointment Date:
July 2009</td><td colspan="2">Michele Alberti White, Executive Director of School Innovation
Dr. Shirley JA Green, Chief of School
Brennen Colwell, OSI Ambassador</td><td>PreK - 6</td><td>3.7% as of January 22, 2020</td><td>17.6% as of January 22, 2020</td><td>324 as of January 22, 2020</td></tr>
</table>

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*.

The goal of Dr. Walter Cooper Academy (DWCA or School No. 10 henceforth) for this school year is to continue to provide all students with access to high quality instruction that is designed to close achievement gaps. This continues to be the goal even though the school has had some major changes to the instructional staff due to RCSD's budget reduction. The impact of staff reductions are heaviest in the intermediate classrooms. Due to RCSD's budget reduction, DWCA had reductions in force losing eight employees:

1. 6 Classroom teachers (one Prekindergarten teacher, two 4th grade teachers, two 6th grade teachers, and one 5th grade teacher)

2. 1 Reading Teacher

3. 1 district based Home School Assistant support

The Principal and Assistant Principal remained consistent during this change. In addition, DWCA was provided with another administrator, Community School Coordinator's position. This position is new to DWCA and will be helpful with lifting the work of establishing a community school and the continued promotion of parent engagement.

An integral piece of being an EL Education school is providing teachers with the foundational understandings of Expeditionary Learning. It is imperative that teachers new to DWCA have the opportunity to become familiarized with the school's instructional focus and practices. New staff members will be provided with morning training that provides a review of school philosophy, school-wide norms and consistencies, teaching practices, and cultural aspects of Dr. Walter Cooper Academy.

In addition to supporting new staff members and reinforcing the basic principles of DWCA, the second half of the school year will continue to be focused on data-driven instruction. Grade level meetings have been redesigned to allow for more in-depth conversations surrounding student achievement and instructional practices while staying rooted in the data. DWCA has embraced the Data Wise process for examining student data and teacher practices. Teachers meet with administrators monthly to discuss individual student achievement, interventions, and opportunities for acceleration.

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.

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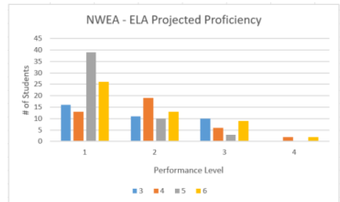
Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure 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.

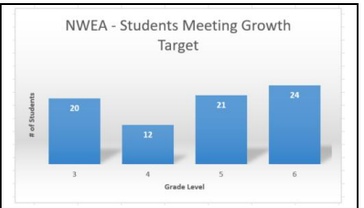
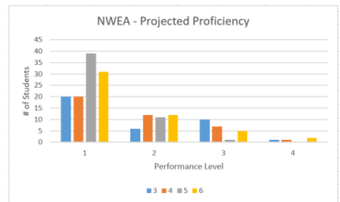
Part I – *Demonstrable Improvement Indicators (Level 1)*

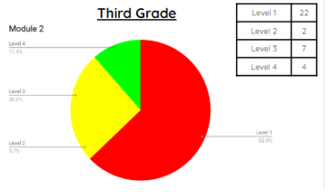
Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 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	.4	.2		yes	**School Culture** School culture, routines, rituals and expectations are being reinforced with new staff members and stressed in areas where there have been classroom changes. This is directly addressed in monthly staff meetings and PD. Weekly, the entire school gathers for "Cooper Circle" which reinforces the "Cooper Code" and student behavior. **Behavior Interventions** In addition to reinforcing expectations for student behavior through school culture initiatives, several interventions have been put in place to mediate conflict. Center For Youth provides a Crisis Interventionist to assist with de-escalation and restorative practices. The school is formalizing a	• Monthly review of disciplinary referrals • Crisis Interventions provided by CFY YTD are 220. DWCA will begin to implement a Community Partner Log to help monitor the number of interventions and assist with the progressive discipline plan	YTD: In School Suspensions - 6 Out of School Suspensions - 2 VADIR - 0 incidents Implementation of MTSS began in the month of January. There have been three behavior referrals so far. Progressive Discipline Plan is being implemented to identify tiers of support and interventions to expand upon the restorative practice already being utilized school-wide.

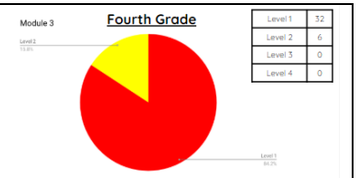
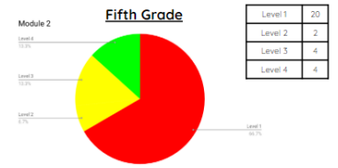
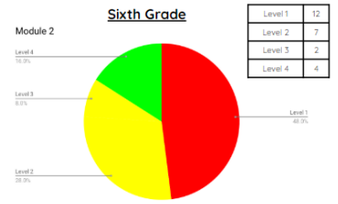
					process to allow for teachers to more efficiently utilized this resource. Implementation of MTSS (multi-tiered student support) referral process to support teacher interventions for both behavioral and academic needs. The MTSS Team will meet weekly to formulate intervention plans to address each referral made.		
33 - 3-8 ELA All Students MGP	44.1	46.1		no	Based on the school's quarter 2 data, DWCA is not on target to meet the target for this indicator. Therefore, the following adjustments have been made: **Weekly Grade Level Meetings:** ● Grade level meetings have been adjusted to follow the Data Wise Process starting with identifying a priority question at each grade level. Grade level meetings then move to the learner centered problem. Grade levels then meet with the EL/ELA instructional coach to identify the problem of practice and create an action plan, ending with an assessment of the impact the plan had on academic performance. ● At DWCA, this process begins with: ○ administrators meeting with grade level teams using the Question Formulation Technique Protocol from Data Wise. Grade levels generate a list of issues affecting a lack of academic progress in ELA. Grade levels	● NYS Assessments ● NWEA ○ Goal Setting Student Conferences ● Common Formative Assessments (CFA) ○ RtI/AIS progress monitoring assessments ○ RtI/AIS End-of-Cycle Assessments ○ ELA Module Mid-Unit Assessments ● Running Reading Records ● ILT Observational Data ● Administrative Data Conversations	**Weekly Grade Level Meetings:** Classroom teachers meet with administrators to engage in data conversations looking at all students, their growth or lack of. A review of NWEA data shows 78 students have demonstrated growth in ELA. These 78 students represent 43% of the projected accountability cohort.

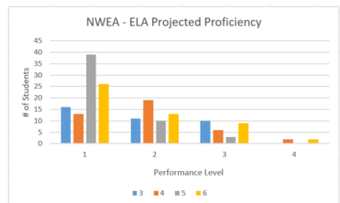
					then identify a priority issues that needs to be addressed immediately. They reframe this issue as a question, for example, "How do I differentiate my ELA instruction to meet the needs of all students?" ○ Grade levels follow this by meeting with the EL/ELA instructional coach to unpack a lesson, focusing heavily on incorporating strategies that address their priority question ○ After creating the action plan, administrators and the EL/ELA instructional coach visit classrooms during the ELA block to assess the implementation of instructional practices. Teachers are provided with immediate feedback. **<u>30-Minute ELA RtI Block:</u>** ● RtI/AIS has been restructured to provide an additional reading teacher in grades 2-6 allowing for smaller teacher to student ratios. The school has also designed a coherent curriculum for RtI/AIS at grades 3-6 providing consistency with instructional practices, vocabulary and assessment across all 3-6 classrooms		 The above chart provides an analysis of the ELA projected proficiency from winter administration of NWEA. The data shows that the majority of students remain at level 1 (52%) with 5th grade having the largest quantity of students scoring a level 1 with the lowest scoring at level 2 or higher. Using the projected proficiency data to calculate Performance Index, the school would currently be at a PI of 69.2. **<u>30-Minute ELA RtI Block:</u>** At the end of each 6-week RtI cycle, teachers administer an End-of-Cycle Assessment created from NYS ELA Exam released test questions. Below is a grade level analysis of these assessments. <u>Third Grade:</u>

							End-of-Cycle Data (School-Wide Assessment) NYS Exam Score / Level 1 / Level 2/3 / Level 4 Number of Students / 34 / 4 / 0 <u>Fourth Grade:</u> End-of-Cycle Data (School-Wide Assessment) NYS Exam Score / Level 1 / Level 2/3 / Level 4 Number of Students / 11 / 6 / 2 <u>Fifth Grade:</u> End-of-Cycle Data (School-Wide Assessment) NYS Exam Score / Level 1 / Level 2/3 / Level 4 Number of Students / 28 / 4 / 1 <u>Sixth Grade:</u> End-of-Cycle Data (School-Wide Assessment) NYS Exam Score / Level 1 / Level 2/3 / Level 4 Number of Students / 8 / 12 / 14 This data has a very similar trend to the previously mentioned NWEA data which demonstrates the highest needs being in third and fifth grade with the majority of students across all grade levels being heavily distributed in level 1. The Instructional Leadership Team has performed 85 walkthrus since November 2019.

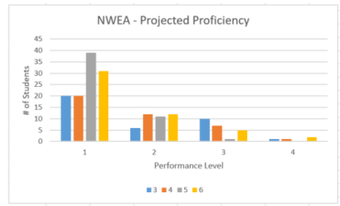
39 - 3 -8 Math All Students MGP	46.6	48.6		no	Based on Quarter 2 data, DWCA is not on target to meet the indicator. The following changes have been made. ● Grade level meetings have been adjusted to a two part cycle. In Part 1, administrators meet with grade level teams using the Question Formulation Technique Protocol from Data Wise. Grade levels generate a list of issues affecting a lack of academic progress in Math. Grade levels then identify priority issues that need to be addressed immediately. They reframe this issue as a question, for example, "How do I differentiate my Math instruction to meet the needs of all students?" In part 2, grade levels meet with the Math lead intervention teacher to unpack a lesson, focusing heavily on incorporating strategies that address their priority question ● Following Part 2 of the grade level structure, administrators and the Math lead intervention teacher visit classrooms during the Math block to assess the implementation of instructional practices and to provide immediate feedback to teachers. ● RtI/AIS has been restructured to provide an additional math teacher in grades 2-6 allowing for smaller teacher to student ratios.	● NYS Assessments ● NWEA ○ Goal Setting Student Conferences ● Common Formative Assessments ○ Math End of Module Assessments ● ILT Observational Data ● Administrative Data Conversations ● Exam analysis and deconstruction, including item analysis and gap analysis.	 A review of NWEA data shows 77 students have demonstrated growth in ELA. These 77 students represent 43% of the projected accountability cohort.  The above chart provides an analysis of the projected math proficiency from winter administration of NWEA. The data shows that the majority of students remain at level 1 (61%) with 5th grade having the largest quantity of students scoring a level 1 with the lowest scoring at level 2 or higher. Using the projected proficiency data to calculate Performance

							Index, the school would currently be at a PI of 56.4. **Weekly Grade Level Meetings:** Classroom teachers meet with one administrator to engage in data conversations looking at all students, their growth or lack of. Teachers will have individual data meetings with administrators to provide projections for the NYS Exam following midterms assessments at the end of February. **Math Block:** At the end of each math module students will complete an assessment created from NYS Math Exam released test questions. Below are data points for grades 3-6. 

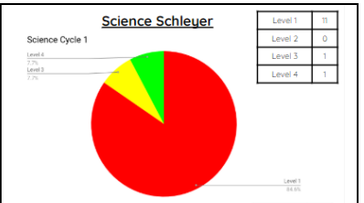
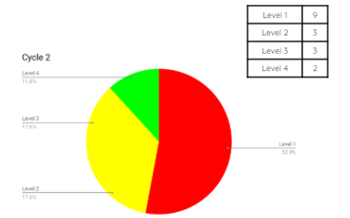
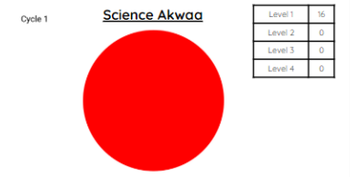
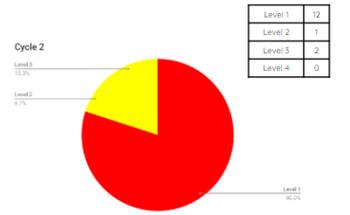
							   This data has a very similar trend to the previously mentioned NWEA data which demonstrates the highest needs being in third, fourth and fifth grade with the majority of students across all grade levels being heavily distributed in level 1. The Instructional Leadership Team has performed 85 walkthrus since November 2019.

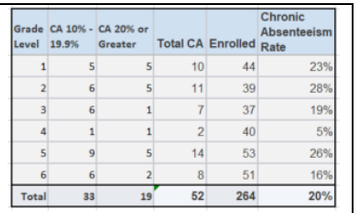
100 - 3-8 ELA All Students Core Subject Performance Index	49.2	59.2		No	Based on the school's quarter 2 data, DWCA is not on target to meet the target for this indicator. Therefore, the following adjustments have been made: ● Grade level meetings have been adjusted to follow the Data Wise Process starting with identifying a priority question at each grade level. Grade level meetings then move to the learner centered problem. Grade levels then meet with the EL/ELA instructional coach to identify the problem with practice and create an action plan, ending with an assessment of the impact the plan had on academic performance. ● At DWCA, this process begins with: ○ administrators meeting with grade level teams using the Question Formulation Technique Protocol from Data Wise. Grade levels generate a list of issues affecting a lack of academic progress in ELA. Grade levels then identify priority issues that need to be addressed immediately. They reframe this issue as a question, for example, "How do I differentiate my ELA instruction to meet the needs of all students?" ○ Grade levels follow this by meeting with the EL/ELA instructional coach to unpack a lesson, focusing heavily on incorporating strategies that address their priority question	● NYS Assessments ● NWEA ○ Goal Setting Student Conferences ● Common Formative Assessments (CFA) ○ RtI/AIS progress monitoring assessments ○ RtI/AIS End-of-Cycle Assessments ○ ELA Module Mid-Unit Assessments ● Running Reading Records ● ILT Observational Data ● Administrative Data Conversations	The projected accountability cohort is 181 students as of Feb 10, 2020. DWCA needs 108 students scoring at Level 2 to meet this progress target. Student scoring Level 3-4 will reduce the number of students needed to reach target. **<u>As discussed in indicator 33:</u>**  The above chart provides an analysis of the ELA projected proficiency from winter administration of NWEA. The data shows that while the majority of students remain at level 1 (52%) with 5th grade having the largest quantity of students scoring a level 1 with the lowest scoring at level 2 or higher. Using the projected proficiency data to calculate Performance Index, the school would currently be at a PI of 69.2,

					○ After creating the action plan, administrators and the EL/ELA instructional coach visit classrooms during the ELA block to assess the implementation of instructional practices. Teachers are provided with immediate feedback. ● RtI/AIS has been restructured to provide an additional reading teacher in grades 2-6 allowing for smaller teacher to student ratios. The school has also designed a coherent curriculum for RtI/AIS at grades 3-6 providing consistency with instructional practices, vocabulary and assessment across all 3-6 classrooms		which would exceed their progress target.

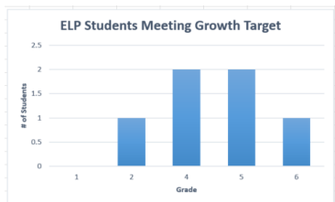
110 - 3-8 Math All Students Core Subject Performance Index	41.7	51.7		No	See indicator #39	• NYS Assessments
						• NWEA
						  ○ Goal Setting Student Conferences
						• Common Formative Assessments
						  ○ Math End of Module Assessments
						• ILT Observational Data
						• Administrative Data Conversations
							The projected accountability cohort is at 181 students as of Feb 10, 2020. DWCA needs 94 students scoring at Level 2 to meet this progress target.
							
							<u>As discussed in indicator 39:</u>
							
							 
							
							The above chart provides an analysis of the projected math proficiency from winter administration of NWEA. The data shows that the majority of students remain at level 1 (61%) with 5th grade having the largest quantity of students scoring a level 1 with the lowest scoring at level 2 or higher.
							
							Using the projected proficiency data to calculate Performance Index, the school would currently be at a PI of 56.4, which would exceed the growth target.

150 - Grades 4 Science All Students Core Subject Performance Index	162.2	172.2		No	Students will participate in Science focused Expeditions based on the Next Generation Science Standards in the 2019-20 SY. Unit planning with the Instructional Leadership Team will support teachers with aligning expeditions to Next Generation Science Standards (NGSS) which will prepare 4th Grade students for NYS Assessments.	• Common Assessments created from NYS released test questions. • Teacher Made Assessments • Performance Task Cards • EL Expeditions final products- science • Exam analysis and deconstruction, including item analysis and gap analysis. • Gear up review in science for current 4th graders.	The projected accountability cohort is at 39 students as of Feb 10, 2020. To meet this progress target, all students must score at L2-4. At the end of each 6-week cycle, teachers administer an End-of-Cycle Assessment created from NYS 4th Grade Science Exam released test questions. Below are data points for cycles 1 and 2 in grade 4. <u>Cycle 1</u> Level 1- 27 Level 2- 0 Level 3- 1 Level 4- 1 <u>Cycle 2</u> Level 1- 21 Level 2- 4 Level 3- 5 Level 4- 2

							    While the data demonstrates a decrease in the number of students scoring a 1 on the assessments from cycle 1 to 2, in order to meet this progress target the school must have zero student scoring below a level 2.

160 - 3 -8 Chronic Absenteeism - All Students	21%	19%		No	Social Emotional Team (SET): The Social -Emotional Team (SET) will meet weekly to discuss students' attendance and social well -being. DWCA SET team examines attendance reports weekly to discuss, absences and issues and trends related to tardiness. The team will meet weekly to analyze students' attendance data. The focus will be on chronic absences. The ILT will review data with grade level teams and set clear expectations for staff to monitor and create action plans. The SET team will create more ways to deliver school incentives and celebrations will include, but are not limited to: ● Recognition of grade levels with the highest average daily attendance weekly. ● Recognition of classes with perfect attendance. ● Attendance Punch Cards ● Spirit Week ● Positive Phone Calls ● Announcements The Instructional Leadership Team continues to work with the SET team as well as the Culture and Character Committee on how to continue promoting good attendance. Currently, these teams are working in collaboration with the new Home School Assistant assigned to School 10, to target 20 at risk students who are attendance concerns.	● Spa ● PowerSchool ● Attendance Meeting data	 Grade Level | CA 10% - 19.9% | CA 20% or Greater | Total CA | Enrolled | Chronic Absenteeism Rate 1 | 5 | 5 | 10 | 44 | 23% 2 | 6 | 5 | 11 | 39 | 28% 3 | 6 | 1 | 7 | 37 | 19% 4 | 1 | 1 | 2 | 40 | 5% 5 | 9 | 5 | 14 | 53 | 26% 6 | 6 | 2 | 8 | 51 | 16% Total | 33 | 19 | 52 | 264 | 20% As evidenced by the table above, the school is currently not meeting their progress target of 19% as their current rate of chronic absenteeism is 20%. This is a total of 52 students who have missed over 10% of school to date. Of those students, grades 1, 2 and 5 are of the highest attendance concerns. The school is placing a high priority on targeting students who are considered chronically absent by percentage who have not yet missed 18 days of school. These students are receiving constant communication with the attendance teams as well as home visits. A positive rewards system is in place. Certificates are presented to students as a "reward" for student attendance as well as a weekly celebration (Cooper Circle) which takes place on Friday morning and celebrates 1) positive student behavior 2)

							attendance 3) academic achievement. Students who are an attendance concern have been met with on an individual basis and in these meetings they set targets. Families are consistently communicated with via phone, attendance letters, and home visits so that staff can remain proactive in optimizing student attendance. ● Students have been identified for targeted support and intervention. ● 52 Students are chronically absent ● Documentation of intervention is in place both in attend actions and the data dashboard ● Families are regularly contacted ● Positive reinforcement strategies

180 - 3-8 ELP Success Ratio - All Students	.5	.7		Yes	At DWCA the goal is to strengthen Tier 1 instruction in all content areas for ENL students to promote growth in each of the modalities. Students receive RTI services based upon their instructional needs. Students are progress monitored.
					
					Student needs are addressed through differentiated classroom lessons and both push-in and pull-out support.
					
					ESOL support is focused on student need determined by proficiency in each modality from the NYSESLAT.
						• NYSESLAT
						• NYS Assessments
						• NWEA
						  ○ Goal Setting Student Conferences
						• Common Formative Assessments (CFA)
						  ○ RtI/AIS progress monitoring assessments
						  ○ RtI/AIS End-of-Cycle Assessments
						  ○ ELA Module Mid-Unit Assessments
						• Running Reading Records
						• ILT Observational Data
						• Administrative Data Conversations
							Total ELLs grades 3-6: 5 students
							
							Long term ELLs (3 or more years): 5 students
							
							ELL and SWD students: 2 students
							
							Current Proficiency Levels: All 5 students are transitioning.
							
							Student growth summary over two years: All students were transitioning last year as well.
							
							 
							
							Above is a distribution of ELP students meeting their expected growth targets on the winter administration of NWEA. The data suggests that 6 of the ELP students are meeting their growth targets as set by NWEA.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 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 19-20 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	See the Community School Implementation Rubric		Yes	In the month of January, a Community School Site Coordinator (CSSC) was assigned to School #10. This CSSC has past experience with implementing the community school model and aligning resources to meet the needs of the school.	● Needs assessment survey data collected from various stakeholder groups (parents, staff, and students) ● Reevaluation of the existing CET to ensure representation of all stakeholders and current partners ● Alignment of current and potential partners to potential parent workshops to be offered in the spring ● Establishment of new partnerships to support both students and staff	● CSSC and CET will work to align indicators with the resources gathered and evaluate the data gathered from the needs assessment ● Reevaluation of current partner supports and contacts in place to be sure they are best serving the needs of the students and the school community ● CET meetings take place monthly with an average of 15 members in attendance. Members on CET include teachers, parents, community advocates, community partners, building level administrators, and district level administrators. ● Needs assessment survey deadlines for parents at the

							end of January - currently 49 parent surveys have been collected which is 15% of total population ● Needs assessments to students and staff to begin in February ● Asset mapping of the area surrounding the school building will be compiled as well as a city-wide asset map to provide to students who do not live in close proximity to the school building
6 - Family and Community Engagement (DTSDE Tenet 6)	n/a	50% of the Tenet 6 Phase 2 indicators at least four Tenet 6 Phase 3 indicators **In addition, the school must have 90% of the Phase 1		Yes	The CSSC and the parent liaison are working to actively engage all stakeholders by implementing the following: ● Monthly coffee with the principal ● Monthly staff meetings ● Monthly staff breakfast sponsored by community partners ● Including all stakeholder representatives on the CET ● "Grandparents" are volunteering in kindergarten classrooms	● Currently, 49 family surveys have been collected for the Needs Assessment	The most significant difference this quarter has been the addition of a CSSC to assist with the effort of aligning resources. Systems will be implemented for monitoring communication in an effort to be more reciprocal and to garner more family engagement as the school works to build relationships. Systems will also be implemented to monitor the effectiveness of community partnerships and how

		common across the district.			• 90% of all Tenet 6 Phase 1 has been implemented • Parent and Staff workshops to be scheduled as more partnerships are developed with local organizations and businesses • Personalized phone calls are made to families • The principal shares data with staff, community advocates, and families during monthly meetings • Materials sent home are in appropriate languages		those partnerships best support school initiatives. After the initial findings of the needs assessment are analyzed at the end of January, a more targeted effort to implement and monitor these systems will be put into place in the spring.
94 - Providing 200 Hours of Extended Day Learning Time	n/a	See the ELT Implementation rubric		Yes	The school is on target to reach 200 hours of ELT. DWCA is continuing to implement their process for adding additional programming for students and will hold before school and recess programming to help support students in their preparation for NYS assessments as well as social-emotional support. The Cooper After School Program (CAP) will be held after school twice a week for 3 hours. DWCA will begin in October 2019 and end in May 2020. The purpose of the CAP program is to provide students additional support in both math and ELA. The program will also include 30 minutes of physical activity, along with a snack. Students will be progressed monitored to inform instruction. Also, DWCA partners with YMCA afterschool program	177 additional hours are already embedded in the school day (9am - 3:30pm). The additional 23 hours needed will be offered outside of the school day March - June through the Cooper Learning Institute.	During the additional school hours that are allocated to ELT, teachers are providing students with instruction that allows for both additional AIS and acceleration opportunities to maximize student achievement.

					providing 40 students with 3 hours of academic and physical learning. This begins in October and concludes in June. Once the program begins it takes place 5 days a week.		
105 - ELA (3-8) ELA ED Core Subject Performance index	44.4	54.2			See Indicator 33 & 100	See Indicator 33 & 100	See Indicator 33 & 100
115 - Math (3-8) ED Core Subject Performance Index	39	49			See Indicator 39 & 110	See Indicator 39 & 110	See Indicator 39 & 110

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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.
- 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		
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 ***with impact***.	**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*

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The CET is comprised of administrators, teachers, parents and various representatives from school-based partners and community advocates. CET meets monthly to collectively review actions being implemented to address the school's needs and related data, all in alignment with the school's instructional priorities, Receivership targets and areas of need as identified through the Community Schools Needs Assessment. CET membership has changed and can be found here: https://www.rcsdk12.org/Page/52287
Powers of the Receiver	

Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year: · 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. · The Office of School Innovation holds 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 *with impact*.	**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 – 6/30/20 budget period.)

Community Schools Grant (CSG) 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 19-20)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	

1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 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.)

Budget Analysis

Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-20** (PSSG, CSG) or 2019-20 (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:		
SIG:		Code 15 ● 1.0 FTE EL Instructional Coach - Instructional Coach will support delivery of the EL model with fidelity. ● 2.0 FTE Intervention/Prevention Teachers ● 0.4 FTE Teacher to Support Interdisciplinary Work of Expeditions ● Hourly Pay / After School Tutoring / Break Programming Code 16 ● Paraprofessional - Provision of an additional paraprofessional to support social-emotional & developmental health in the classroom. Code 40 ● A 1.0 FTE Intervention/Prevention Specialist from the Center for Youth (CFY) will support School #10's shift to embedded classroom support for restorative practices. CFY is a community-based agency dedicated to helping Rochester's most vulnerable and disenfranchised youth. [Per Contract] ● EL Education Contract Code 45 ● Supplies and Materials to support Expeditionary Learning curriculum and align with the school's EL Workplan. In order to be in alignment to the curricular trajectory of the 2019/20 school.
CSG:		

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.		
2.		
3.		

Part VIII – *Assurance and Attestation*

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

Name of Receiver (Print): Terry Dade
Signature of Receiver: _____
Date: 02/19/2020

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 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Lauren McKay
Signature of CET Representative: LMcKay
Date: 2/20/2020