

## Receivership Schools ONLY

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

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/schoolinnovation			
Dr. Charles Lunsford School #19	261600010019	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6, or 7): SIG 7			Model: Transformation
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Moniek Silas-Lee	Amy Schiavi, School Chief Michele Alberti-White, Executive Director of School Innovation		Pre K-8	5.2% <small>*Captured from SPA data warehouse 2/11/20</small>	28.4% <small>*Captured from SPA data warehouse 2/11/20</small>	405 <small>*Captured from SPA data warehouse 2/11/20</small>
	Appointment Date: 08/2017						

### **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*.

This reporting quarter has brought a multitude of changes for our school family such as mid-year reductions in workforce, restructuring of our extended learning time and a new Community School Site-Coordinator.



Receivership has brought challenges this quarter, as a district we experienced mid-year reductions in workforce. The immediate impact our building sustained was the loss of eight teachers across eight grade levels. Although we received displaced teachers from other buildings one vacancy remains. The overall impact on our building has required us to think differently about the way in which we utilize our instructional staff to accommodate for reduction.

During this quarter we were successful in engaging the community through our monthly Community Engagement Team meetings where partners and community members such as 19th Ward Community Association, Gandhi Institute, Playworks, Greater Rochester Health Foundation, RCenters, Villa of Hope, Center for Youth and SUNY Geneseo, etc. actively support our goal of being a Community School. We were also able to fill our vacant Community School Site Coordinator position.

Our focus continues to be on the effective implementation of our key strategies. Below you will find updates for this quarter:

- Instructional Model (CCTM - Collaborative Co-Teaching Model)
  - Built-in an additional 2 ½ hours for teacher collaboration weekly
  - Effectively structuring grade-level meetings to focus on our school-level data
  - Utilized a performance index tool to predict our ability to successfully meet our Receivership demonstrable indicators.
  - ELT (Extended Learning Time) restructured to maximize school resources such as counseling, speech and content specialists.
  - Use of common formative assessments
- Restorative Practices
  - Built-in a data collection system to capture quantitatively the use of restorative practices within our classrooms
- Community Engagement (Community Schools)
  - Use of building base staff to seek and nurture new community partners such as Pillar of Hope, Rochester Institute of Technology, etc.
  - The implementation of our Parent room
  - The implementation of our Community Room
  - Building our school-wide events in partnership and collaboration with our partners

**Attention** – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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	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	<p><b>Key Strategies:</b>  <b>All key strategies continue to be implemented during the time of this 2nd quarterly report.</b></p> <ul style="list-style-type: none"> <li>● Restructure ATS(Alternative to Suspension)</li> <li>● Restorative practices school wide implementation</li> <li>● Help Zone -Center for Youth</li> <li>● Data Wise</li> <li>● PBS Matrix - Implement instruction on our “STRONG” matrix</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>● ATS (Alternative to Suspension)- An additional level of support has been built in. Students who have been assigned to this room are provided with check ins after the suspension to monitor previous undesired behaviors and to proactively provide skills to be successful. Our Center for Youth partners support this work.</li> <li>● Restorative Practices-The team decided to have a school wide focus for professional development which is the use of “Restorative Language.” This is still a very strong team; however implementation has been challenging due to transitions in staffing.</li> </ul>	<p><b>Data Sources:</b>  <b>Office Discipline Referrals(December) :91</b>  <b>Grade: K-8</b></p> <p>K: 5(5%)        1:5(5%)        2:1 (1%)        3:7(8%)        4: 2(2%)        5:11(12%)        6: 18(20%)        7:12(13%)        8: 30(33%)</p> <p><b>Location:</b>        Classroom: 80%        Hallway: 11%        Gym:3%        Cafeteria: 2%        Other: 4%</p> <p><b>Time of Incidents:</b></p> <p>Most incidents are occurring between 12:30-4:30p.m</p> <p><b>Office Discipline Referrals(January) :100</b>  <b>Grade: K-8</b></p> <p>K: 2(2%)        1:21(21%)        2:3 (3%)        3:3(3%)        4: 0(0%)        5:8(8%)        6: 18(18%)</p>	<p><b>Alternative to Suspension -</b>        Restructured to be therapeutic and restorative</p> <p><b>Restorative Practices-Gandhi Institute -</b>        Offers 10 student groups/clubs servicing 103 students weekly. They also provide additional services such as circles and social emotional support impacting 127 students to date</p>
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					<ul style="list-style-type: none"> <li>• <b>PBS Matrix</b> - The team decided to utilize morning meetings to introduce and teach the matrix to students. This has been successfully implemented.</li> </ul>	<p>7:18(18%)        8: 27(27%)  <u><b>Location:</b></u>        Classroom: 78%        Hallway: 4%        Gym:11%        Cafeteria: 4%        Other: 3%</p> <p><u><b>Time of Incidents:</b></u></p> <p>Most incidents are occurring between 12:30-4:30pm</p> <p><u><b>Discipline Data</b></u></p> <table border="1"> <thead> <tr> <th rowspan="3">Grade Level</th> <th colspan="8">Dr. Charles T. Lunsford <span style="color: red;">Incidents</span> Suspension Data 2019-20 School Year</th> </tr> <tr> <th colspan="4">November</th> <th colspan="4">December</th> </tr> <tr> <th>ATS</th> <th>OSS</th> <th>LT</th> <th>Total</th> <th>ATS</th> <th>OSS</th> <th>LT</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>M.S. 7/8</td> <td>9</td> <td>4</td> <td>NA</td> <td>13</td> <td>2</td> <td>5</td> <td>NA</td> <td>7</td> </tr> <tr> <td>6<sup>th</sup></td> <td>3</td> <td>0</td> <td>NA</td> <td>3</td> <td>0</td> <td>0</td> <td>NA</td> <td>0</td> </tr> <tr> <td>5<sup>th</sup></td> <td></td> <td>0</td> <td>NA</td> <td></td> <td>0</td> <td>0</td> <td>NA</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>12</b></td> <td><b>4</b></td> <td><b>NA</b></td> <td><b>16</b></td> <td><b>2</b></td> <td><b>5</b></td> <td><b>NA</b></td> <td><b>7</b></td> </tr> </tbody> </table>	Grade Level	Dr. Charles T. Lunsford <span style="color: red;">Incidents</span> Suspension Data 2019-20 School Year								November				December				ATS	OSS	LT	Total	ATS	OSS	LT	Total	M.S. 7/8	9	4	NA	13	2	5	NA	7	6 <sup>th</sup>	3	0	NA	3	0	0	NA	0	5 <sup>th</sup>		0	NA		0	0	NA	0	<b>Total</b>	<b>12</b>	<b>4</b>	<b>NA</b>	<b>16</b>	<b>2</b>	<b>5</b>	<b>NA</b>	<b>7</b>	<p><u><b>School Suspensions</b></u>        Our current data states that we have:        -<b>ATS</b> – 12 total November , 2 total December, 1 January        -<b>OSS</b> – 6 total November, 5 total December, 11 January        -<b>LT</b> – 0 total November, 0 total December, 0 January  <b>TOTAL - 37</b>        This is an increase of 19 incidents from our last reporting cycle. This more than doubled. However, the overall number of incidents remains low.</p> <p><u><b>Gandhi Institute Data</b></u>        That data continues to support the need for social emotional support.</p>
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<p>33- 3-8 ELA All Students MGP</p>	<p>39.9</p>	<p>41.9</p>		<p>Yes</p>	<p><b>Key Strategies:</b>  <b>All key strategies continue to be implemented during the time of this 2nd quarterly report.</b></p> <ul style="list-style-type: none"> <li>● CCTM (Collaborative Co-Teaching Model) K-6</li> <li>● Common planning</li> <li>● EGLM(Extended Grade Level Meetings)</li> <li>● Use of Common Resources</li> <li>● ELT(Extended Learning Time)</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>● EGLM(Extended Grade Level Meeting) - these have not been implemented this year as a result of the extended day and 3 weekly grade level meetings</li> <li>● ELT(Extended Learning Time) - has been restructured and fully staffed. This will allow for additional meeting time and PD for staff as well as additional small group learning for students.</li> </ul>	<p><b>Reading NWEA Growth Fall to Winter</b>  <b>Dr. Charles T. Lunsford School No. 19 - Reading NWEA 7th and 8th Grade Fall to Winter Growth</b>  <b>January 2020</b></p> <p><small>* From our analysis of NWEA data patterns for School 19 over the past three years, as well as, from our observations of what seems to be "gap closing" data result, we use the following benchmarks as goals we are striving for:</small></p> <ul style="list-style-type: none"> <li>● 50%- 60% of students in a grade meeting or exceeding their growth target indicates <b>good</b> class growth.</li> <li>● 60% - 70% of students in a grade meeting or exceeding their growth target indicates <b>excellent</b> class growth.</li> <li>● 100% - 110% of projected grade level growth met indicates <b>good</b> class growth.</li> <li>● 120% or more of projected grade level growth met indicates <b>excellent</b> class growth.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Reading NWEA Fall to Winter Growth 2019-2020</th> </tr> <tr> <th>Grade Level</th> <th>% of Students Who Met or Exceeded Their</th> <th>% Targeted (or Projected) Grade</th> <th># of students with valid beginning and end of</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>School -Wide PI Tool - ELA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">School Wide Prediction - ELA</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>119</td> </tr> <tr> <td>Level 2</td> <td>87</td> </tr> <tr> <td>Level 3</td> <td>40</td> </tr> <tr> <td>Level 4</td> <td>1</td> </tr> <tr> <td>TESTED</td> <td>247</td> </tr> <tr> <td>Continuous Enrollment</td> <td>247</td> </tr> <tr> <td>Percentage Tested</td> <td>100.0%</td> </tr> </tbody> </table> <div style="text-align: right;"> <p>Performance Distribution</p> </div> <p>Performance Index/NIP: 68.62      2019/20 Progress Target: 38.7</p>	Reading NWEA Fall to Winter Growth 2019-2020				Grade Level	% of Students Who Met or Exceeded Their	% Targeted (or Projected) Grade	# of students with valid beginning and end of					School Wide Prediction - ELA		Level 1	119	Level 2	87	Level 3	40	Level 4	1	TESTED	247	Continuous Enrollment	247	Percentage Tested	100.0%	<p><b>Reading NWEA Growth - Fall to Winter</b></p> <p>Our in house measure of 50% or higher for individual student growth being “good” is a direct result of needing to close gaps.</p> <p>As a grade level 6th grade shows “excellent” class growth followed by 8th grade and 4th grade.</p> <p>8th grade also showed the strongest individual student growth.</p> <p><b>School-Wide PI Tool</b></p> <ul style="list-style-type: none"> <li>● 247 tested grades 3-8th</li> <li>● 119 - level 1s</li> <li>● 87 -level 2s</li> <li>● 40-level 3s</li> <li>● 1 -level 4s</li> <li>● Our PI is on our prediction tool we will earn 68.6. Our 3 sources of data are NWEA, CFAs and teacher observations</li> </ul>
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**ELA CFA**

ELA CFA Class Averages, Grades 3 - 8, 2019 -2020

CFA #	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# 1	40%	31%	44%	60%	27%	
# 2	30%	51%	55%	35%	49%	
# 3			39%			
# 4						
# 5						

**ELA CFA:**

Grade 3-7 showed a 4% growth from the first CFA to the second reporting period

**NWEA Range Improvement 7th and 8th**

Dr. Charles T. Lunsford School No. 19 Comparison Data NWEA  
 7th and 8th Grade  
 January 2020

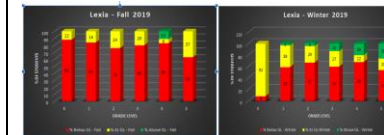
Reading	Winter of 2019	Winter of 2020
	% of Students Scoring within the NWEA Average, High-Average or High Ranges	% of Students Scoring within the NWEA Average, High-Average or High Ranges
7 <sup>th</sup> Grade	24%	29%
8 <sup>th</sup> Grade	28%	32%

**NWEA Range Improvement 7th and 8th Grades**

In ELA 7th grade grew 5%(@16 total) and 8th grade grew 4%(@20 total)

Math	Winter of 2019	Winter of 2020
	% of Students Scoring within the NWEA Average, High-Average or High Ranges	% of Students Scoring within the NWEA Average, High-Average or High Ranges
7 <sup>th</sup> Grade	8%	22%
8 <sup>th</sup> Grade	14%	22%

**Lexia**



**Lexia:**

Our teams K-5 utilize the computer based Lexia reading program as part of our core curriculum (learning to read). The data shows that from fall to winter our percent of students:

- Reading below grade level decreased from 79% to 53% for a growth of 26%





							<ul style="list-style-type: none"> <li>Reading on grade level grew from 19% at grade level to 36% at grade level an increase of 17%</li> <li>Reading above grade level grew from 2% above grade level to 11% for an increase of 5%</li> </ul> <p>We will continue with our focused common planning times 3 times weekly(Student Support Team, Data Wise and Planning/Operations)</p> <p>We will continue to utilize ELT as extended time for both science and social studies.</p>																
39- Math All Students MGP	38.5	39.5		Yes	<p><b>Key Strategies:</b>  <b>All key strategies below continue to be implemented during the time of this 2nd quarterly report.</b></p> <ul style="list-style-type: none"> <li>CCTM (Collaborative Co-Teaching Model) K-6</li> <li>Common planning</li> <li>Use of Common Resources</li> <li>ELT(Extended Learning Time)</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>EGLM(Extended Grade Level Meeting) - these have not been implemented this year as a result of the extended day and 3 weekly grade level meetings</li> </ul>	<p>School Wide PI Tool</p> <table border="1"> <thead> <tr> <th colspan="2">School-Wide Math</th> </tr> </thead> <tbody> <tr><td>Level 1</td><td>148</td></tr> <tr><td>Level 2</td><td>69</td></tr> <tr><td>Level 3</td><td>27</td></tr> <tr><td>Level 4</td><td>6</td></tr> <tr><td>TESTED</td><td>250</td></tr> <tr><td>Continuation Enrollment</td><td>250</td></tr> <tr><td>Percentage Tested</td><td>100.0%</td></tr> </tbody> </table> <p>Performance Distribution</p> <p>Performance Index/MIP      2019/20 Progress Target: 35.4</p>	School-Wide Math		Level 1	148	Level 2	69	Level 3	27	Level 4	6	TESTED	250	Continuation Enrollment	250	Percentage Tested	100.0%	<p><b>School Wide PI Tool</b></p> <ul style="list-style-type: none"> <li>250 students in 3-8th</li> <li>148 level 1s</li> <li>69 -level2s</li> <li>27-level 3s</li> <li>6 level 4s</li> </ul> <p><b>NWEA Math Range Improvement 7th and 8th</b></p>
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- ELT (Extended Learning Time) - has been restructured and fully staffed. This will allow for additional meeting time and PD for staff.

**NWEA Math Range Improvement 7th and 8th**

Dr. Charles T. Lunsford School No. 19 Comparison Data NWEA  
 7th and 8th Grade  
 January 2020

Reading	Winter of 2019	Winter of 2020
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**Math NWEA Fall to Winter Growth**

Math NWEA Fall to Winter Growth 2019-2020			
Grade Level	% of Students Who Met or Exceeded Their Growth Target	% of Targeted (or Projected) Grade Level Growth Met	# of students with valid beginning and end of term scores
1 <sup>st</sup>	37.5%	74.7%	32 students
2 <sup>nd</sup>	40%	81.2%	15 students
3 <sup>rd</sup>	58.6%	101.3%	29 students
4 <sup>th</sup>	40%	73.5%	30 students
5 <sup>th</sup>	40.5%	75.1%	37 students
6 <sup>th</sup>	46.9%	59.2%	32 students
7 <sup>th</sup>	40.9%	55.8%	44 students
8 <sup>th</sup>	49.9%	46.4%	38 students

**Math CFA Class Averages**

Math CFA Class Averages, Grades 3 - 8, 2019 -2020

CFA #	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# 1	34%	34%	27%	25%	34%	25%
# 2	30%	35%	53%	45%		
# 3			51%			
# 4						
# 5						

Middle school improved by 14% points at 7th grade and 8% points at 8th grade

**Math NWEA Fall to Winter Growth**

Math continues to be an area of growth. Third grade leads the individual and class growth measures. There is an additional focus on math in our building utilizing the CASE(close read, analyze, solve and explain) problem solving strategy in grade K-8th

**Math CFA Averages**

Per this data point all grade levels showed growth.



							<p>We will continue to implement our common planning times 3 times weekly(Student Support Team, Data Wise and Planning/Operations)</p> <p>We will continue to utilize ELT as extended time for both science and social studies.</p> <p>We will utilize teacher observations, CFA, and NWEA data to progress monitor toward our outlined student achievement goals.</p>
100- 3-8 ELA All Students Core Subject Performance Index	28.7	38.7		Yes	<b>See indicator #33</b>		
110- 3-8 Math All Students Core Subject Performance Index	25.8	35.8		Yes	<b>See indicator #39</b>		
150- Grades 4 and 8 Science All Students Core Subject	110.	120.		Yes	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>● CCTM (Collaborative Co Teaching Model) K-6</li> <li>● Common planning</li> </ul>		We will continue to implement our common planning times 3 times weekly(Student Support Team,



Performance Index					<ul style="list-style-type: none"> <li>EGLM(Extended Grade Level Meetings)</li> <li>Use of Common Resources</li> <li>ELT(Extended Learning Time)</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>EGLM(Extended Grade Level Meeting) - these have not been implemented this year as a result of the extended day and 3 weekly grade level meetings</li> <li>ELT (Extended Learning Time) - has been restructured and fully staffed. This will allow for additional meeting time and PD for staff.</li> </ul>		<p>Data Wise and Planning/Operations)</p> <p>We will continue to utilize ELT as extended time for both science and social studies.</p> <p>We will administer 2 CFAs to both 4th and 8th graders. We will not administer the science NWEA to progress monitor toward our outlined student achievement goals</p>																														
160- 3-8 Chronic Absenteeism- All Students	47%	41%		Yes	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Attendance team that meets weekly to monitor school wide attendance and enrollment</li> <li>Attendance incentives and celebrations weekly/monthly/yearly</li> <li>Attendance liaison</li> <li>Home visits</li> <li>Parental support via parent program</li> <li>School-wide communication systems</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>Tiered System Implemented - We implemented a tiered system to support the management of levels of absences of students.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Chronic Absence 10% - 19.99%</b></td> <td><b>Students</b></td> </tr> <tr> <td colspan="2">Student Detail</td> <td style="text-align: center;">95</td> </tr> <tr> <td colspan="2"><b>Severe Chronic Absence 20% or Greater</b></td> <td><b>Students</b></td> </tr> <tr> <td colspan="2">Student Detail</td> <td style="text-align: center;">51</td> </tr> </table> <p><a href="#">Attendance Data</a></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td colspan="6" style="text-align: center;">Dr. Charles T. Lunsford Yearly Average Daily Attendance Data</td> </tr> <tr> <td></td> <td style="text-align: center;">2019-2020</td> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">2015-16</td> </tr> <tr> <td style="text-align: center;">Avg. Daily Att.</td> <td style="text-align: center;">89.5%</td> <td style="text-align: center;">87.7%</td> <td style="text-align: center;">85.8%</td> <td style="text-align: center;">88.1%</td> <td style="text-align: center;">90.9%</td> </tr> </table>	<b>Chronic Absence 10% - 19.99%</b>		<b>Students</b>	Student Detail		95	<b>Severe Chronic Absence 20% or Greater</b>		<b>Students</b>	Student Detail		51	Dr. Charles T. Lunsford Yearly Average Daily Attendance Data							2019-2020	2018-19	2017-18	2016-17	2015-16	Avg. Daily Att.	89.5%	87.7%	85.8%	88.1%	90.9%	<p><b>Chronic Absenteeism</b></p> <p>SPA reports 95 chronic absence - 67 at grades 1-8</p> <p>SPA reports 51 severe chronic absence - 31 at grades 1-8</p> <p>Total - 98 at chronically absent students grades 1-8</p> <p><b>Attendance Data:</b></p> <ul style="list-style-type: none"> <li>6th grade and 3rd grade are the only grades below 90% for monthly daily attendance. Third grade had one student who directly contributed to the</li> </ul>
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**Chronic Absenteeism**

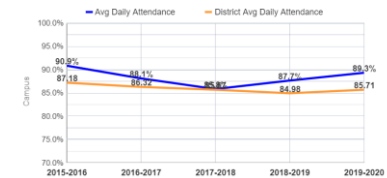
Dr. Charles T. Lunsford School No. 19 –  
 Chronic Absenteeism

Grade Level	Number Chronically Absent	Enrollment	Percent
1	15	34	44%
2	7	21	33%
3	14	31	45%
4	13	37	35%
5	8	38	21%
6	15	37	41%
7	12	59	20%
8	14	56	25%
Totals	98	313	32%

\*per reporting SFA 2.9.20

**Average Daily Attendance**

Yearly Campus Avg Daily Attendance Compared to District Avg Daily Attendance  
 Attendance is for all students who have ever had attendance taken at the school including students who are no longer in the building.



high chronic absenteeism rate. This student has had a change in placement.

- At 6th grade there has been significant trauma resulting in significant absences.

**Chronic Absenteeism**

- increased from 20.3% to 32% which is still currently under our DI target of 41%
- 2nd grade was the only grade without an increase in the category

**Average Daily Attendance:**

Remains above the district average

**Implementation of Key Strategies:**

- Attendance team meets weekly consisting of Admin, clerical, parent liaison, district support and attendance designee(liaison)
- We have monthly grade level attendance



							<p>celebrations at the morning meeting.</p> <ul style="list-style-type: none"><li>• Home visits occur weekly with both the parent liaison and the attendance liaison.</li><li>• We are soliciting parental support via home visits and phone calls</li><li>• We incentivize with a focus on students falling in yellow on our stoplight protocol</li><li>• We utilize a stoplight protocol<ul style="list-style-type: none"><li>○ Red is for students with 10 or more absences.</li><li>○ Yellow is for students with 7-9 absences.</li><li>○ Green is for students with 6 or less absences.</li></ul></li></ul>
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180- 3-8 ELP Success Ratio- All Students	.6	.8		Yes	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>● CCTM (Collaborative Co Teaching Model) K-6</li> <li>● Common planning</li> <li>● EGLM(Extended Grade Level Meetings)</li> <li>● Use of Common Resources</li> <li>● Use of Instructional Practices to Support ELP learners</li> <li>● ELT(Extended Learning Time)</li> <li>● Instructional Data Meetings</li> <li>● Targeted Intervention</li> <li>● ENL Professional Learning</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">ELL Students</th> </tr> <tr> <th style="text-align: left;">School Name</th> <th style="text-align: center;"># of Students Total</th> <th style="text-align: center;">K</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> </tr> </thead> <tbody> <tr> <td>19 - Dr. Charles T. Lunsford</td> <td style="text-align: center;">21</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Current Levels of Service</th> </tr> <tr> <th style="text-align: left;">Category</th> <th style="text-align: center;">Transitioning</th> <th style="text-align: center;">Expanding</th> <th style="text-align: center;">Commanding-year 1</th> <th style="text-align: center;">Exited</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">9</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	ELL Students							School Name	# of Students Total	K	3	4	5	6	19 - Dr. Charles T. Lunsford	21	3	1	2	1	3	Current Levels of Service					Category	Transitioning	Expanding	Commanding-year 1	Exited	# of Students	9	3	1	1	<b>ELL Students</b> <ul style="list-style-type: none"> <li>● increase of 8 students</li> <li>● 14 of the 21 students on campus</li> </ul>
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**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	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key	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)
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				indicator? For each Level 2 indicator, please answer yes or no below.	strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.		which demonstrate impact towards meeting the target.
2 - Plan for and Implement Community School Model	n/a	CSM Rubric		Yes	<u><b>Key Strategies:</b></u> <ul style="list-style-type: none"> <li>● Opening of our new Parent/community Center</li> <li>● Monthly family/community events</li> <li>● Partnerships</li> <li>● Community Resource Coordinator</li> <li>● Community Schools Site Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Effective use of partnerships</li> <li>● Effective use of the CET</li> <li>● Building usage by the community</li> </ul>	According to the Community School Rubric we have met the following program elements: <ul style="list-style-type: none"> <li>● Partnerships established with Center For Youth and Gandhi Institute</li> <li>● Community Engagement Team</li> <li>● Hiring of a Community School Site Coordinator</li> </ul>
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		Yes	<u><b>Key Strategies:</b></u> <ul style="list-style-type: none"> <li>● Opening of our new Parent/Community Center</li> <li>● Monthly family/community events</li> <li>● Community Resource Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at family event</li> <li>● Building usage by the community</li> <li>●</li> </ul>	Phases of Implementation Tenet 6 Phase 1 = 90% remained the same Phase 2 = 70 increase to 74% Phase 3 = 50% increase to 69%
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		Yes	<u><b>Key Strategies:</b></u> <ul style="list-style-type: none"> <li>● Daily Extended Learning Time for all students</li> <li>● Varied student offerings</li> <li>● PBL(Problem Based Learning)</li> </ul>	All students grades K-8th grade attend ELT daily for an additional hour.	<u><b>Extended Learning Time</b></u> <ul style="list-style-type: none"> <li>● About 43 teachers and 6 para professionals</li> <li>● extended learning time in social studies and science the other 3 days</li> <li>● MS has clubs on Wednesdays and Fridays</li> </ul>





105- 3-8 ELA ED Core Subject Performance Index	28.5	38.5		Yes	See indicator #33  89.6% ED per internal SPA Data captured 02/10/20	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">Eligible for Free or Reduced Lunch (based on processed applications)</th> </tr> <tr> <td>Eligible for Free and Reduced Lunch</td> <td style="text-align: center;">363</td> <td style="text-align: center;">89.6%</td> </tr> <tr> <td>Missing/Incomplete Applications</td> <td style="text-align: center;">42</td> <td style="text-align: center;">10.4%</td> </tr> <tr> <td><b>Grand Total</b></td> <td style="text-align: center;"><b>405</b></td> <td style="text-align: center;"><b>100.0%</b></td> </tr> </table>	Eligible for Free or Reduced Lunch (based on processed applications)			Eligible for Free and Reduced Lunch	363	89.6%	Missing/Incomplete Applications	42	10.4%	<b>Grand Total</b>	<b>405</b>	<b>100.0%</b>	<p>Although the ED is lower in this data set it is a direct result of the missing/incomplete free/reduced lunch applications.</p> <p>This is an increase from 83.1%</p>
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115- 3-8 Math ED Core Subject Performance Index	26	36		Yes	See indicator #39  89.6% ED per internal SPA Data captured 02/10/20	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">Eligible for Free or Reduced Lunch (based on processed applications)</th> </tr> <tr> <td>Eligible for Free and Reduced Lunch</td> <td style="text-align: center;">363</td> <td style="text-align: center;">89.6%</td> </tr> <tr> <td>Missing/Incomplete Applications</td> <td style="text-align: center;">42</td> <td style="text-align: center;">10.4%</td> </tr> <tr> <td><b>Grand Total</b></td> <td style="text-align: center;"><b>405</b></td> <td style="text-align: center;"><b>100.0%</b></td> </tr> </table>	Eligible for Free or Reduced Lunch (based on processed applications)			Eligible for Free and Reduced Lunch	363	89.6%	Missing/Incomplete Applications	42	10.4%	<b>Grand Total</b>	<b>405</b>	<b>100.0%</b>	<p>Although the ED is lower in this data set it is a direct result of the missing/incomplete free/reduced lunch applications.</p> <p>This is an increase from 83.1%</p>
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**Part III – Additional Key Strategies – (As applicable)**

<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>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.</li> <li><b>Every school must discuss the use of technology in the classroom to deliver instruction.</b></li> </ul>		
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.				
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> 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**

<p><b><u>Community Engagement Team (CET)</u></b>          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.</p>	
Status (R/Y/G)	Analysis/Report Out
	<p>Our Community Engagement team(CET) meets monthly. We have three sub-committees which are: restorative practices, instructional model and community engagement. The outcomes of this team are to brainstorm ways in which each team(sub-committee) can leverage their resources to assist in meeting our receivership demonstrable indicators. Please find our dates and PPTs below:</p> <ul style="list-style-type: none"> <li>● September 16th, 2019 -<a href="#">CET 9.16.19</a></li> <li>● October 21st, 2019 -<a href="#">CET 10.21.19</a></li> <li>● November 18th, 2019 -<a href="#">CET 11.18.19</a></li> <li>● December 16th, 2019 -<a href="#">CET 12.16.19</a></li> <li>● January 27th, 2019 -<a href="#">CET 1.27.20</a></li> </ul>



<b><i>Powers of the Receiver</i></b>					
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 19-20 school year:</p> <ul style="list-style-type: none"> <li>· 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.</li> <li>· 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.</li> <li>· The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>· 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.</li> </ul>				
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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.)*

<b><i>Community Schools Grant (CSG)</i></b>	
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)	<ul style="list-style-type: none"> <li>Will be conducted by May 1st, 2020</li> </ul>
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Please find a link to our community meetings held to date:
<ol style="list-style-type: none"> <li>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)</li> </ol>	<ul style="list-style-type: none"> <li>Community Meeting - <a href="#">Open House SY1920</a></li> </ul>
<ol style="list-style-type: none"> <li>written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)</li> </ol>	Please find a link to our parent letter: <ul style="list-style-type: none"> <li><a href="#">Receivership Parent Letter SY1920</a></li> </ul>
<ol style="list-style-type: none"> <li>parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee</li> </ol>	In progress.
Steering Committee (challenges, meetings held, accomplishments)	In progress.
Feeder School Services (specific services offered and impact)	NA
Community School Site Coordinator (accomplishments and challenges)	Our Community School Site Coordinator just began January 6th, 2020. Immediate challenges would be getting to know our school community, families and greater community.
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)	

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 <b>2017-20</b> (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:		<p>The School Improvement Grant supports:</p> <p>Code 15-</p> <p><b>Two full time coaches-</b> to support the implementation of the Collaborative Co-Teaching Model throughout the school. They provide professional learning to teachers, analyze data, lead PLC meetings, and ensure the model is implemented with fidelity.</p> <p><b>Additional hourly pay</b> – for summer professional learning for all teachers to engage in professional learning and planning for the use of Fountas and Pinnell in classrooms</p> <p>Code 40-</p> <p>Contracted services with the Institute of Higher Learning to deliver professional learning and provide the school with two graduate students to support the Collaborative Co-Teaching Model</p> <p>Contracted Services with the Gandhi Institute to provide social emotional supports to students and deliver professional learning on Restorative Practices</p> <p>Contracted services with Catalyst Research and Development to provide professional learning on culturally relevant pedagogy</p> <p>Code 45-</p> <p>Instructional supplies to support the implementation of Fountas and Pinnell full grade systems in Grade 4-6 classrooms</p>
CSG:		



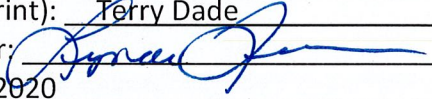
Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	



Part VII 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): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_



Receivership Quarterly Report—2nd Quarter  
October 14, 2019-January 15, 2020  
(As required under Section 211(f) of NYS Ed. Law)

By sig \_\_\_\_\_ 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): Crystal Simmons  
Signature of CET Representative: [Handwritten Signature]  
Date: 2/14/2020