

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			
John James Audubon School 33	261600010033	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6, or 7):			X
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Mary Munoz	Dr. Carmine Peluso, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Dan Hurley, <i>Director of School Turnaround</i>		PreK-6	13.9% <small>*Captured from SPA data warehouse 2/11/20</small>	21.7% <small>*Captured from SPA data warehouse 2/11/20</small>	1148 <small>*Captured from SPA data warehouse 2/11/20</small>
	Appointment Date: August 2019						

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 quarter, John James Audubon School No. 33 needed to undergo several changes based on the district's staffing reductions. Seven new teachers joined the School #33 family on January 6, 2020. At Grades 1-6, five classrooms were assigned new teachers and a 5th grade class was collapsed. To ensure a smooth transition, each teacher was assigned a buddy teacher and received support from instructional coaches for ELA and Math. Students and staff participated in Restorative circles throughout this transition period.



We continue to focus on the key strategies to meet and exceed our Demonstrable Improvement targets around both instruction and school climate.

Instructional Strategies:

- ELA direct instruction includes two 20 minute blocks of differentiated small group instruction daily. Tier 3 instructional groups meet daily for 46 students.
- Reading and Intervention teachers provide direct, small group instruction during ELA blocks.
- Collaborative Literacy Curriculum is in the second year of implementation during Reader’s and Writer’s Workshop. Both Making Meaning and Being a Writer are implemented across all grades. Student progress is monitored and supported through classroom walkthroughs and grade level meetings.
- Teachers are monitoring student learning in math using the Rochester curriculum and Zearn in the 50/50 model, reviewing data from the Zearn program. This data is supporting student learning in the blended learning and workshop model.
- Reading and Intervention teachers provide small group targeted Science instruction to 4th grade students including embedded pre-and post assessments and inquiry based tasks on a daily basis.
- Grade level teams are collaborating to analyze data using the Data Wise Improvement Process.

School Climate:

- Restorative Practices: A team of teachers are exploring Restorative Practices to improve relationships and support students in resolving conflict in a meaningful way. Students are scheduled to participate in the Circle Keeper training to include their voice in the restorative work being implemented.
- Community Engagement Team: During the first quarter, the Community Site Coordinator facilitated meetings with the five workgroups.
- The procedures for dismissal have been reconfigured, providing a system that accounts for all students during the dismissal process to ensure student safety.

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	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.										
#33: 3-8 ELA All Students MGP	44.5	46.5		Yes	<p><u>Master Schedule</u> The schedule was established to include a 120-minute block of ELA, and 40 minutes of ELA intervention. Students were scheduled to receive at least two twenty minute small group blocks daily. Small groupings were formed based on DRA data. Adjustments to the plan were made based on 2019 PI results. Based on staffing changes, nine classrooms no longer receive reading and intervention teacher push in support during guided reading and Tier 2 intervention blocks.</p>	<p>NWEA Winter 2020 Common Formative Assessment #2 data</p>	<p><u>Target:</u> 562 students are enrolled in Grades 3-6. Need 371 students (66%) to score at least a 2 or higher to meet this indicator.</p> <p><u>Winter ELA NWEA Data:</u> Projected Proficiency Data</p> <table border="1" data-bbox="2018 1013 2440 1354"> <thead> <tr> <th data-bbox="2018 1013 2131 1109">Grade Level</th> <th data-bbox="2131 1013 2440 1109">% of Students Projected Level 2 and Above</th> </tr> </thead> <tbody> <tr> <td data-bbox="2018 1109 2131 1170">3</td> <td data-bbox="2131 1109 2440 1170">49%</td> </tr> <tr> <td data-bbox="2018 1170 2131 1232">4</td> <td data-bbox="2131 1170 2440 1232">51%</td> </tr> <tr> <td data-bbox="2018 1232 2131 1294">5</td> <td data-bbox="2131 1232 2440 1294">31%</td> </tr> <tr> <td data-bbox="2018 1294 2131 1354">6</td> <td data-bbox="2131 1294 2440 1354">28%</td> </tr> </tbody> </table>	Grade Level	% of Students Projected Level 2 and Above	3	49%	4	51%	5	31%	6	28%
Grade Level	% of Students Projected Level 2 and Above																
3	49%																
4	51%																
5	31%																
6	28%																



				<p>Reading and Intervention Specialists Provide reading services in a push-in model during small group instruction providing Tier 1 and Tier 2 instruction. Small groups formed based on formative and interim assessments. Tier 3 small group instruction is occurring to support identified students with targeted instruction following data conversations and MTSS review.</p> <p>The Reading and Intervention teacher schedules were updated and now include Tier 3 services for reading for 46 students.</p> <p>Instructional ELA Coach For this reporting period, services provided include attending/facilitating 37 grade level meetings, completing seven coaching cycles, supporting 78 teachers on planning, assessing, instructing and on reflecting on teacher practice. In addition, the ELA coach provided intervention to four small groups daily from November 4-</p>		<p>Data Point #1 including DRA, 2019 NYS ELA data and CFA1:</p> <table border="1"> <thead> <tr> <th colspan="2">Performance Index Tool</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td></td> </tr> <tr> <td>Level 2</td> <td>152</td> </tr> <tr> <td>Level 3</td> <td>123</td> </tr> <tr> <td>Level 4</td> <td></td> </tr> <tr> <td>3-6 Enrollment</td> <td>545</td> </tr> <tr> <td>PI</td> <td>73.03</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI (Level 3 & 4)</th> <th># of students currently in proximity (Level 2)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>154</td> <td>105</td> <td>24</td> <td>36</td> </tr> <tr> <td>4</td> <td>145</td> <td>99</td> <td>38</td> <td>46</td> </tr> <tr> <td>5</td> <td>122</td> <td>84</td> <td>37</td> <td>32</td> </tr> <tr> <td>6</td> <td>124</td> <td>85</td> <td>24</td> <td>38</td> </tr> <tr> <td>TOTAL</td> <td>545</td> <td>All at Level 2 371</td> <td>Level 3 & 4 123</td> <td>Level 2 152</td> </tr> </tbody> </table>	Performance Index Tool		Level 1		Level 2	152	Level 3	123	Level 4		3-6 Enrollment	545	PI	73.03	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)	3	154	105	24	36	4	145	99	38	46	5	122	84	37	32	6	124	85	24	38	TOTAL	545	All at Level 2 371	Level 3 & 4 123	Level 2 152
Performance Index Tool																																																		
Level 1																																																		
Level 2	152																																																	
Level 3	123																																																	
Level 4																																																		
3-6 Enrollment	545																																																	
PI	73.03																																																	
Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)																																														
3	154	105	24	36																																														
4	145	99	38	46																																														
5	122	84	37	32																																														
6	124	85	24	38																																														
TOTAL	545	All at Level 2 371	Level 3 & 4 123	Level 2 152																																														



					<p>26 and co-taught a third grade class from December 2-20.</p> <p>Grade Level Meetings: Teachers have reviewed Common Formative Assessment data and are adjusting instruction for guided reading to meet the needs of the students in small groups.</p> <p>Multi-Tiered Systems of Support (MTSS):</p> <p>The MTSS process which was developed by School 33 is being implemented, however some changes have been made. Intervention is happening 5 days/week for 20 minutes daily. Universal AIS plans will document student progress at Tier 2 and if students are not making progress toward goals, teachers will proceed to Level One of the MTSS process. Level One is the responsibility of the Grade Level teams who meet twice monthly to discuss students in need of additional support, documenting suggestions from the team in Grade Level meeting minutes which are in the shared folder on the school Google Drive. This shared folder will allow the MTSS school team to access any student's AIS plans when discussing next steps. Teachers will implement appropriate strategies and move to Level Two MTSS team meeting if progress is not made and there is consistent student attendance. The MTSS team will determine which Tier 3 intervention is appropriate and set new</p>		<p>Common Formative Assessment #2 Data (01/24/20):</p> <table border="1" data-bbox="2018 370 2475 704"> <thead> <tr> <th colspan="2">PERFORMANCE INDEX TOOL</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td></td> </tr> <tr> <td>Level 2</td> <td>145</td> </tr> <tr> <td>Level 3</td> <td>25</td> </tr> <tr> <td>Level 4</td> <td>18</td> </tr> <tr> <td>Number Assessed Grades 3-6</td> <td>480</td> </tr> <tr> <td>PI</td> <td>50.0</td> </tr> </tbody> </table> <table border="1" data-bbox="2018 748 2475 1062"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI (Level 3 & 4)</th> <th># of students currently in proximity (Level 2)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>147</td> <td>101</td> <td>8</td> <td>41</td> </tr> <tr> <td>4</td> <td>118</td> <td>81</td> <td>13</td> <td>43</td> </tr> <tr> <td>5</td> <td>119</td> <td>82</td> <td>8</td> <td>36</td> </tr> <tr> <td>6</td> <td>96</td> <td>66</td> <td>14</td> <td>18</td> </tr> <tr> <td>TOTAL</td> <td>480</td> <td>270 at Level 2</td> <td>Level 3 & 4 43</td> <td>Level 2 145</td> </tr> </tbody> </table> <p>ELA Common Formative Assessment Data Review: There was a 33% decrease in students meeting level 2 and above as of the 2nd administration of the CFAs. Changes in classroom teachers and grade level configurations (see Executive Summary), staff absences and interruptions in instruction contributed to</p>	PERFORMANCE INDEX TOOL		Level 1		Level 2	145	Level 3	25	Level 4	18	Number Assessed Grades 3-6	480	PI	50.0	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)	3	147	101	8	41	4	118	81	13	43	5	119	82	8	36	6	96	66	14	18	TOTAL	480	270 at Level 2	Level 3 & 4 43	Level 2 145
PERFORMANCE INDEX TOOL																																																			
Level 1																																																			
Level 2	145																																																		
Level 3	25																																																		
Level 4	18																																																		
Number Assessed Grades 3-6	480																																																		
PI	50.0																																																		
Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)																																															
3	147	101	8	41																																															
4	118	81	13	43																																															
5	119	82	8	36																																															
6	96	66	14	18																																															
TOTAL	480	270 at Level 2	Level 3 & 4 43	Level 2 145																																															



				<p>goals. Student progress will be revisited after two-five week intervention cycles and consistent student attendance. If little or no progress is made and attendance is consistent, the team will recommend a SET (Special Education Team) review. Adjustments were made based on staffing and process for identification of students in need of additional services.</p> <p>To date, there have been 23 students referred to the MTSS team. The team reviews the data provided and discusses academic and social-emotional supports.</p>		<p>this decline. Nine classrooms no longer receive Tier 2 supports due to the staffing changes.</p> <p>ELA Plan for Improvement: All classroom and support teachers will meet individually with the Instructional Team members to discuss:</p> <ul style="list-style-type: none"> ● review of classroom data and pacing guides that align to CFA content ● embedding test vocabulary ● use of commonlit.org during guided reading and independent work time ● coordinating instructional focus with reading and intervention teachers ● grade level, aligned writing prompts in journals with feedback for students ● video clips made by coaches for instructional support /professional development
--	--	--	--	--	--	--



							<ul style="list-style-type: none"> ● follow up meetings with Instructional Team members for additional data conversations ● Classroom walkthrough schedule during ELA to monitor pacing. 										
#39: 3-8 Math All Students MGP	43.4	45.4		Yes	<p>Master Schedule The schedule was established to include an 80-minute block of Math with 20 minutes daily for Math intervention. Math is taught using the RCSD curriculum and Zearn in a 50/50 Model. .</p> <p>Blended Learning: Teachers will implement the Zearn 50/50 model. This involves the classroom teacher(s) completing a brief mini-lesson and then pulling half of the class for explicit instruction in an area of need while the remaining students learn independently through the Zearn online curriculum.</p> <p>Instructional Math Coach For this reporting period, services provided include/attending/facilitating 32 grade level meetings, completing five coaching cycles, supporting 72 teachers with planning, assessing, instructing using</p>	<p>Winter 2020 NWEA Common Formative Assessment #2 Data</p>	<p>Target:</p> <p>547 students will take the NYS Math in Grades 3-6. Need 342 students, or 62.5 %, to score at least a 2 or higher to meet this indicator.</p> <p>Winter 2020 Math NWEA Data:</p> <p>Projected Proficiency Data</p> <table border="1"> <thead> <tr> <th></th> <th>% of Students Projected Level 2 and Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>37%</td> </tr> <tr> <td>4</td> <td>36%</td> </tr> <tr> <td>5</td> <td>27%</td> </tr> <tr> <td>6</td> <td>20%</td> </tr> </tbody> </table>		% of Students Projected Level 2 and Above	3	37%	4	36%	5	27%	6	20%
	% of Students Projected Level 2 and Above																
3	37%																
4	36%																
5	27%																
6	20%																



					<p>technology and reflecting on teacher practice collaboratively with teachers. In addition, the Math coach provided intervention for three small groups daily November 4-26 and co-taught a third grade class from December 2-20.</p> <p>Multi-Tiered Systems of Support (MTSS):</p> <p>The MTSS process which was developed by School 33 is being implemented. Intervention is happening 5 days/week for 20 minutes daily. Universal AIS plans will document student progress at Tier 2 and if students are not making progress toward goals, teachers will proceed to Level One of the MTSS process. Level One is the responsibility of the Grade Level teams who meet twice monthly to discuss students in need of additional support, documenting suggestions from the team in Grade Level meeting minutes which are in the shared folder on the school Google Drive. This shared folder will allow the MTSS school team to access any student’s AIS plans when discussing next steps. Teachers will implement appropriate strategies and move to Level Two MTSS team meeting if progress is not made and</p>		<p>Common Formative Assessment #1 Data (11/19)</p> <table border="1" data-bbox="2032 724 2408 1057"> <thead> <tr> <th colspan="2">Performance Index Tool</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td></td> </tr> <tr> <td>Level 2</td> <td>164</td> </tr> <tr> <td>Level 3</td> <td>143</td> </tr> <tr> <td>Level 4</td> <td></td> </tr> <tr> <td>3-6 Enrollment</td> <td>547</td> </tr> <tr> <td>PI</td> <td>82.27</td> </tr> </tbody> </table> <table border="1" data-bbox="2021 1101 2475 1393"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI (Level 3 & 4)</th> <th># of students currently in proximity (Level 2)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>156</td> <td>98</td> <td>32</td> <td>43</td> </tr> <tr> <td>4</td> <td>145</td> <td>91</td> <td>48</td> <td>49</td> </tr> <tr> <td>5</td> <td>122</td> <td>77</td> <td>35</td> <td>37</td> </tr> <tr> <td>6</td> <td>124</td> <td>78</td> <td>28</td> <td>35</td> </tr> <tr> <td>TOTAL</td> <td>547</td> <td>All at Level 2 343</td> <td>Level 3 & 4 143</td> <td>Level 2 164</td> </tr> </tbody> </table>	Performance Index Tool		Level 1		Level 2	164	Level 3	143	Level 4		3-6 Enrollment	547	PI	82.27	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)	3	156	98	32	43	4	145	91	48	49	5	122	77	35	37	6	124	78	28	35	TOTAL	547	All at Level 2 343	Level 3 & 4 143	Level 2 164
Performance Index Tool																																																			
Level 1																																																			
Level 2	164																																																		
Level 3	143																																																		
Level 4																																																			
3-6 Enrollment	547																																																		
PI	82.27																																																		
Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)																																															
3	156	98	32	43																																															
4	145	91	48	49																																															
5	122	77	35	37																																															
6	124	78	28	35																																															
TOTAL	547	All at Level 2 343	Level 3 & 4 143	Level 2 164																																															



				<p>there is consistent student attendance. The MTSS team will determine which Tier 3 intervention is appropriate and set new goals. Student progress will be revisited after two-five week intervention cycles and consistent student attendance. If little or no progress is made and attendance is consistent, the team will recommend a SET (Special Education Team) review. Adjustments were made based on staffing and process for identification of students in need of additional services.</p> <p>To date, there have been 23 students referred to the MTSS team. The team reviews the data provided and discusses academic and social-emotional supports.</p>		<p>Common Formative Assessment #2 Data (01/27/20):</p> <table border="1"> <thead> <tr> <th colspan="2">Math All Grades</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td></td> </tr> <tr> <td>Level 2</td> <td>136</td> </tr> <tr> <td>Level 3</td> <td>39</td> </tr> <tr> <td>Level 4</td> <td>17</td> </tr> <tr> <td>Number Assessed Grades 3-6</td> <td>502</td> </tr> <tr> <td>PI</td> <td>51.10</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI (Level 3 & 4)</th> <th># of students currently in proximity (Level 2)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>148</td> <td>93</td> <td>11</td> <td>39</td> </tr> <tr> <td>4</td> <td>138</td> <td>87</td> <td>27</td> <td>37</td> </tr> <tr> <td>5</td> <td>99</td> <td>62</td> <td>2</td> <td>22</td> </tr> <tr> <td>6</td> <td>117</td> <td>72</td> <td>16</td> <td>38</td> </tr> <tr> <td>TOTAL</td> <td>502</td> <td>314 at Level 2</td> <td>Level 3 & 4 56</td> <td>Level 2 136</td> </tr> </tbody> </table> <p>Math Common Formative Assessment Data Review: There was a 37% decrease in students meeting level 2 and above as of the 2nd administration of the Math CFAs. Changes in classroom teachers and grade level configurations (see Executive Summary), staff absences and</p>	Math All Grades		Level 1		Level 2	136	Level 3	39	Level 4	17	Number Assessed Grades 3-6	502	PI	51.10	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)	3	148	93	11	39	4	138	87	27	37	5	99	62	2	22	6	117	72	16	38	TOTAL	502	314 at Level 2	Level 3 & 4 56	Level 2 136
Math All Grades																																																		
Level 1																																																		
Level 2	136																																																	
Level 3	39																																																	
Level 4	17																																																	
Number Assessed Grades 3-6	502																																																	
PI	51.10																																																	
Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI (Level 3 & 4)	# of students currently in proximity (Level 2)																																														
3	148	93	11	39																																														
4	138	87	27	37																																														
5	99	62	2	22																																														
6	117	72	16	38																																														
TOTAL	502	314 at Level 2	Level 3 & 4 56	Level 2 136																																														



							<p>interruptions in instruction contributed to this decline.</p> <p>Math Plan for Improvement: All classroom and support teachers will meet individually with the Instructional Team members and discuss:</p> <ul style="list-style-type: none"> ● review of student data and pacing guides that align with CFA content ● use of Zearn exit tickets to determine re-teaching and intervention needs <p>Administrators will monitor implementation of the workshop model during math instructional blocks through classroom walkthroughs. Feedback will be shared at the Administrative Team meetings.</p>
#100: 3-8 ELA All Students Core Subject Performance Index	58.1	68.1		Yes	See Indicator #33.	See Indicator #33.	See Indicator #33.
#110: 3-8 Math All Students Core Subject Performance Index	52.5	62.5		Yes	See Indicator #39.	See Indicator #39.	See Indicator #39.



<p>#150: Grade 4 and 8 Science All Students Core Subject Performance Index</p>	<p>172.2</p>	<p>178.5</p>		<p style="text-align: center;">Yes</p>	<p><u>Master Schedule:</u></p> <p>A daily 40 minute Science/S.S. block is included for each teacher in the master schedule to allow for 5 days of explicit content area instruction a week. Adjustments were made for 4th grade teachers to embed Social Studies in the ELA block and teach Science during the 40 minute block.</p> <p><u>Small Group Pull-out with Specialist:</u></p> <p>Currently, four reading and one intervention teachers work with small groups (6-7 students) daily to provide targeted science instruction that reflects topics from the NYS Science exam. Students rotate through daily stations including a Pre-assessment, vocabulary, content reading, constructed response writing, application and Post-assessment. Embedded practice with Performance tasks is included in the application rotation.</p>	<p>Pre and Post Unit Assessments based on NYS Science Grade 4 Exam</p> <p>Attendance for Small Groups</p>	<p><u>Pre and Post Assessments</u></p> <p>Data from the item analysis informed the development of each science unit for small group instruction. Pre- and post-assessments are administered at the beginning and end of each rotation for small groups. Data continues to be reviewed with 4th grade teachers and strategies for effectively embedding vocabulary and content continue to be shared</p> <p><u>Small Group Instruction</u></p> <p>Student attendance during small groups has decreased 3% this quarter and the overall average daily attendance for 4th graders has decreased from 90.4% to 85.4%. The number of small group pullout sessions have decreased based on the changes to staffing.</p> <p><u>Performance Tasks – Embedded Practice</u></p> <p>An additional practice space in a classroom will be set up with science stations that mirror the 4th grade performance exam. 4th grade classes will follow a rotating schedule for all students to experience and practice with the performance tasks.</p>
--	--------------	--------------	--	--	---	---	---



<p>#160: 3-8 Chronic Absenteeism All Students</p>	<p>43%</p>	<p>38%</p>		<p>yes</p>	<p>School-wide Initiatives The school-based attendance team has implemented the following year-long incentives:</p> <ul style="list-style-type: none"> ● “First 3 days” perfect attendance raffle ● Weekly perfect attendance that results in a monthly raffle for primary (PreK-3) and intermediate (4-6) grades. Winners are recognized via announcements. ● Monthly best average attendance by class. A display in the cafeteria will recognize our first and second place winners for both primary and intermediate grades by month. <ul style="list-style-type: none"> ○ A class that earns first place three times over the course of the year earns a pizza party; a class that earns second place three times over the course of the year earns a “special runner up prize” of their choice. ● Semester Perfect Attendance Breakfast - all students and their families who earned perfect attendance for each semester are celebrated with a special breakfast recognition. ● Walking School Bus - our team engages family members/ 	<p>SPA Attendance Data</p> <ul style="list-style-type: none"> ● Perfect Attendance ● Chronic and Severely Chronic Absenteeism ● Average Daily Attendance by class 	<p>Walking School Bus Two students who were severely chronically absent last year have consistent attendance. Routes continue to be strategically planned to include additional neighborhood students.</p> <p>Chronic Absenteeism Grades 1-6 (2/6/2020) Our current data on chronic absence for grades 1-6 is reflected as the following:</p> <table border="1" data-bbox="2018 678 2478 841"> <tr> <td>Just 1-6</td> <td>2/3/2020</td> </tr> <tr> <td>20 or more days</td> <td>98 (+39)</td> </tr> <tr> <td>15-19 days</td> <td>90 (+29)</td> </tr> <tr> <td>10-14 days</td> <td>140 (+13)</td> </tr> <tr> <td>5-9 days</td> <td>236 (-19)</td> </tr> <tr> <td>Enrollment</td> <td>850</td> </tr> <tr> <td>Percent with 17 days or more</td> <td>17% (145/850)</td> </tr> <tr> <td>No Shows</td> <td>Without No Shows: 16% (137/850) 8-9</td> </tr> </table> <p>Data for 17+ days absent includes 8 students currently on the No Show list. We have seen the most significant jump in students missing 17 or more days in the month of January (approximately 10% of students grades 1 through 6 had missed school by early January based on data pulled on January 9th; based on data pulled on February 3rd, this number has raised to 17%). Among many other factors, significant spread of illness has likely contributed to this spike.</p> <p>Perfect Attendance 2 winners have received perfect attendance raffle prizes every month</p>	Just 1-6	2/3/2020	20 or more days	98 (+39)	15-19 days	90 (+29)	10-14 days	140 (+13)	5-9 days	236 (-19)	Enrollment	850	Percent with 17 days or more	17% (145/850)	No Shows	Without No Shows: 16% (137/850) 8-9
Just 1-6	2/3/2020																						
20 or more days	98 (+39)																						
15-19 days	90 (+29)																						
10-14 days	140 (+13)																						
5-9 days	236 (-19)																						
Enrollment	850																						
Percent with 17 days or more	17% (145/850)																						
No Shows	Without No Shows: 16% (137/850) 8-9																						



					<p>parents/guardians to guide groups of students en route to school. This addresses chronic data from last year which showed that 50%+ of our chronically absent students live within 1.5 miles of our school. We currently have one route operating with 12 students. We are background checking additional parent volunteers and canvassing to connect interested parents and neighbors to the initiative. We have a raffle system in place that allows students participating and parents leading to earn prizes on a weekly basis based on the number of days they attend that week.</p> <p>Targeted Intervention Our team meets bimonthly to review data and discuss intervention strategies necessary for specific groups of students. We focus on the number of days missed for each student. Our goal is to keep the number of students at or below 17 days absent to no more than 332 students in grades 1-6 (38%). We continue to track data for students in PreK-6 and Grades 1-6, the number of students who fall into the following categories: 20 days or more, 15-19 days, 10-14 days, 5-9 days, planning for further outreach (phone calls, letters home, home visits, referral to community resources).</p>	<p>from September through January. On January 31st, we celebrated 65 students who had completely perfect attendance (no excused or unexcused absences) from September 4th - December 20th. Between 40-50 students had multiple family members who were available to come celebrate with their children, complete with certificates, gift bags, photo booth pictures, and breakfast. Another breakfast is planned for June.</p> <p>A recent district-wide reduction in force (January 6) eliminated our full time Attendance Home School Assistant position. This position was previously the primary building-based staff responsible for tracking attendance, making phone calls home, and conducting home visits (in addition to other members of the team).</p>
--	--	--	--	--	--	--



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

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	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	no CS model in 17-18	“Effective rating on CS Implementation Rubric For		Yes	Key strategies and activities, as described in the continuation plan, fell into five primary areas. Updates regarding implementation in each area are described below: <u>Community School Needs Assessment</u>	Community School Needs Assessment - in development Community Partner Meetings Education and Communication about our Community School	<u>Community School Needs Assessment</u> Initial information collected from the neighborhood canvassing event has identified some priority needs including transportation for neighborhood



		Cohort 2 Schools			<p>We are using the NCCS Needs Assessment Toolkit to align our activities with progress made in regards to the Needs Assessment. Our timeline for designing, administering, and completing the Needs Assessment is projected to be completed by April 2020.</p> <p><u>Community Partners</u> Our partners currently provide services in the domains of: health and mental health (whole child health), dental services, afterschool programming, teacher professional development, classroom tutoring/mentoring, restorative discipline and recreation. Regular quarterly meetings among our community partners are scheduled and will allow us to put a strong focus on building productive and collaborative relationships with our partners.</p> <p>We are also working to ensure we have a strong, aligned partnership between our three co-located institutions: our school, our recreation center, and our public library. Scheduled quarterly meetings between day-to-day leadership of each institution will focus on “moving from co-location to collaboration”.</p> <p><u>Case Management Tracking Tool</u> A pilot version of the Case Management Tracking Tool has been developed. Staff and community partners are scheduled to be trained by December 1. Parent</p>		<p>students, increased school-wide communication, and student psychological and physical safety. We are working with the following to develop a plan to honor family members and residents for their time leading this project with stipends:</p> <ul style="list-style-type: none"> ● Community-based participatory researchers ● Sankofa Communitarity ● University of Rochester’s Center for Urban Education Success <p>As of 2/6/2020, 67 parents have been surveyed to identify priority areas, with future activities planned to collect more feedback. More detailed feedback on identified priority areas will be collected in March and April.</p> <p><u>Community Partners</u> October 1st meeting feedback identified the following highlights:</p> <ul style="list-style-type: none"> ● Staff cooperation and support for students ● School receptiveness to partner involvement
--	--	------------------	--	--	--	--	--



					<p>Consent forms are required and continue to be collected.</p>	<ul style="list-style-type: none"> ● Student enthusiasm <p>Areas for improvement include:</p> <ul style="list-style-type: none"> ● Outreach to most challenging students ● Communication with all families ● Partner to school communication and accountability ● balance of academic learning with mental health/social emotional learning <p>Outcomes of the January 13th partner meeting were developing a shared communication tool amongst partners (communitypartners33.slack.com), and the future development of 2'x3' "partner posters" for hallways.</p> <p><u>Education and Communication about our Community School</u></p> <p><u>Community School Newsletter</u> https://conta.cc/2PgWmCP Copies have been distributed and are available in the main office, resource table in main hallway, parent room and recreation center as well as online.</p>
--	--	--	--	--	---	--



							<p><u>Community School Coffee and Donuts</u> Five Coffee and Donuts have taken place.</p>
#6 Family and Community Engagement (DTSDE Tenet 6)				Yes	<p><u>PTA:</u> We will have an active PTA that focuses on coordinating parent engagement events and highlighting student achievement throughout the year. Focus includes parent participation in the education of their children aligning with the school’s DTSDE Tenet 6 goals and National PTA Standards. At School 33 Open House in September, a survey was administered that gathers parent feedback/interest in different workshop topics. This feedback will be used by FACE to begin developing and coordinating a schedule of parent/adult educational opportunities for the remainder of the year.</p> <p><u>CET Family and Community Engagement workgroup</u> The FACE workgroup focuses on planning, implementing, and improving practices that align with the DTSDE tenet 6 Phases of Implementation. The FACE workgroup has identified existing elements of parent engagement, including but not limited to the PTA, and determined the need to develop an infrastructure that will strengthen the</p>	<p>Tenet 6 Implementation Rubric Attendance records -FACE workgroup meetings -PTA meetings -Parent survey analysis -Special Events Meeting Agendas/Minutes</p>	<p><u>Tenet 6 Implementation - Current Results</u></p> <p><u>Phase 1:</u> Need 19/21 or 90% ● 20/21 = 95%</p> <p><u>Phase 2:</u> Need 12/24 or 50% ● 9/24 = 37.5%</p> <p><u>Phase 3:</u> Need 4/16 or 25% ● 6/16 = 37.5%</p> <p><u>PTA</u> -Officers attended PTA National Conference July 20, 2019 - Title I Plan submitted to include food for PTA and FACE meetings and events, parent workshops, a spoken word event, and the Walking School Bus -Calendar of events developed and shared</p> <p><u>CET FACE Workgroup</u> CET is working to build our parent volunteer base. In early February, teachers were asked to nominate 1-2 parents from every classroom to be recognized as a parent leader to</p>



					<p>effectiveness of family and community engagement.</p> <p>Planning strategies:</p> <ul style="list-style-type: none"> We will develop objectives for each of the four DTSDE tenet 6 systems. Also see Part 4 - CET. <p>Improvement strategies:</p> <ul style="list-style-type: none"> We will target alignment of School-based Title 1 Parent/Family Engagement resources 		<p>engage in volunteer activities, such as helping conduct our Community School Needs Assessment.</p> <p>Various opportunities for family engagement have taken place or are set to take place in addition to events that have historically taken place, including Managed Choice/School Enrollment Information session (5 families attended), Dual Language Information Session (early-mid March), Breakfast with the Principal (monthly, starting February), Parent Awards night (late spring).</p> <p><u>SBPT Adoption of Tenet 6 Activities</u> To further engage staff, members of SBPT (specifically grade level chairs, SPED rep, parent rep, community rep - at least 12 individuals) were charged with ensuring evidence of implementation of phase indicators are produced and collected.</p>
#94: Providing 200 Hours of Extended Day	“Compliant” rating on	“Compliant” rating on NYSED ELT rubric		Yes	ELT Opportunities include academic and enrichment programming provided through the following:	ELT Implementation Rubric Program Attendance	<u>Updates for EnCompass Learning</u>



Learning Time (ELT)	NYSED ELT rubric				<ul style="list-style-type: none"> • EnCompass Learning • YMCA After School Program • Monroe County Library • John P. Ryan Recreation Center 		<ul style="list-style-type: none"> • 67 students in Grades K-6 are currently enrolled • 23 School 33 staff employed • Attendance 75 % <p><u>Updates for YMCA After School Program</u></p> <ul style="list-style-type: none"> • 40 student capacity • School 33 staff employed <p>Library and Rec Center are open daily to support student success in literacy, homework completion and open gym.</p>	
#105: 3-8 ELA ED Core Subject Performance Index	18-19 baseline 60.2	65.2		See Indicator #33.	See Indicator #33.	See Indicator #33.	See Indicator #33.	
#115: 3-8 Math ED Core Subject Performance Index	55.3	59.9		See Indicator #39.	See Indicator #39.	See Indicator #39.	See Indicator #39.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>					
<ul style="list-style-type: none"> • Do not repeat strategies described in Parts I and II. • If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. • Every school must discuss the use of technology in the classroom to deliver instruction. 					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction		All 3-6 classrooms have access to chromebooks and utilize for both Math and ELA instruction including Zearn, Myon, Lexia and Google Classroom.		
2.					
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

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
	<p>https://sites.google.com/view/school33cet/home -- Must be opened in a Google Chrome browser. Recommended that the reviewer peruse the Google Site and workgroup pages for relevant CET materials.</p> <p>Full CET Meetings occur on the last Tuesday of every month. It is of the most importance that the activities our CET implements are supported by our Community School Needs Assessment, and in partnership with families, so that has been our primary focus. We are trying to strike the right balance of action/capitalizing on activities we might consider low-hanging fruit that can improve our school, and making sure that what we do is actively informed by families, but we currently struggle with family participation in our CET.</p> <p>Our data workgroup convenes to strategize how to carry out our Needs Assessment activities and engage families as leaders. These strategies are brought back to our larger CET for feedback and support with implementing.</p> <p>October:</p> <ul style="list-style-type: none"> -Discussed 18-19 Receivership outcomes -Whole Child Health - looking to implement survey to gauge staff SEL understanding; Mental Health Team establishing Safety Assessment Protocol building-wide for addressing students with crisis vs. students with less severe behavioral needs -Attendance - Walking School Bus -FACE - transition of 'meeting' time and space to more model workshops or events -Data - developing plan to more actively engage parents in leadership roles in the Needs Assessment -Curricular Practices - CRT book circles occurring weekly, Thematic Units were on full display at October parent-teacher conferences <p>-No meeting in November-</p> <p>December</p> <ul style="list-style-type: none"> -Potluck and presentation on our CET year-to-date. Major takeaways included a celebration of all we have accomplished in a short amount of time, and that we <i>need</i> to have more families in leadership roles (which may not necessarily constitute attending meetings, but still taking an active part in school improvement). <p>January</p> <ul style="list-style-type: none"> -Needs Assessment activities developed in 1/8/20 data meeting shared and discussed. The Children's Agenda to schedule future training for the CET on parent/family outreach to build our parent base.



<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 19-20 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. · 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 <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 – 6/30/20 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 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 <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 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:		
CSG:		

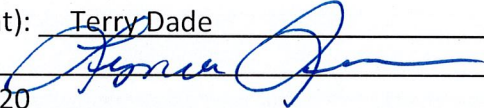
Part VII: Best Practices (Optional)

<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 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): _____
Signature of CET Representative: _____
Date: _____



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): Lindsey Feigenbaum
Signature of CET Representative: *Lindsey Feigenbaum*
Date: 2/14/2020