

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			
Vanguard Collegiate High School	23160001097	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	Stephanie Moore	Dr. Carmine Peluso, Chief of Schools		9-12	17.8% *Captured from SPA 2/3/20	27.7% *Captured from SPA 2/3/20	523
	Appointment Date: 07/29/2019	Michele Alberti White, Executive Director of School Innovation					

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 has brought about many operational and instructional school-wide changes. We have had a change in administration, teaching, and support staff. One Special Education teacher displacement required a schedule change of four other teachers. Thus causing an impact on some of our co-teaching systems that were in place to help support instruction and content knowledge. Changes in our paraprofessional and teaching assistant staff, office staff, and our safety and security staff, have had a significant impact on the culture and community of the building. Combined with the announcement of a proposal to close the school and new students enrolling daily, has caused a need to refocus and rebuild relationships as a priority.



Our Instructional Leadership team continues to meet and receive coaching. We as a team decided to focus on building a consistent understanding of the Data Wise process in order to meet the needs of any school/ students. We continue to analyze data at our weekly Cohort meetings in order to make informed decisions around the support of students and their achievement. A change in staffing levels in the Office of Attendance has caused a necessary shift of resources within the building to continue supporting the work of the Attendance Team and our chronically absent students.
Work towards the creation of a community school model has continued with the support of the Director of Community Schools.

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.
5- School Safety	.6	.4		yes	<ul style="list-style-type: none"> ● Professional learning focused on Restorative Practices and TCI training ● Code of Conduct Training ● Family of Ten ● Student Wellness Coordinator ● Center For Youth ● Pathways to Peace ● Hillside Work Scholarship ● Behavior Intervention Specialist 	<ul style="list-style-type: none"> → Average Daily Attendance → SPA Data (incidents, ISS/OSS,LTS) → Help Zone Visits → Google Surveys 	<ul style="list-style-type: none"> ● 135 incidents, 5 reportable ● LTS = 23 ● Help Zone Visits = 315 ● Back on Track Visits = 367 ● Family of Ten advisory groups are meeting to provide social emotional, relationship and academic support and build relationships with students ● Google survey feedback from staff and students indicate the need for minor changes which will be implemented at the next Family of Ten Day which is in March.



							<ul style="list-style-type: none"> • Specific students have been targeted for group meetings facilitated by Pathways to Peace staff and RocRestorative support. • Implementation of hall sweeps with calls home to encourage students arriving to class on-time • Training of students to begin this month for mentors on conflict resolution • The school is currently reviewing all incidents to ensure accuracy of reporting in the new Powerschool system
67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	31%	37%		yes	<ul style="list-style-type: none"> • Targeted Intervention • Regents Preparation • Credit Recovery • ILT/ Department Meetings • Cohort Meetings <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of Common Formative Assessments → Use of practice questions → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Report Card → Math Regents Results 	<ul style="list-style-type: none"> • Currently 25/125 (20%) have passed <ul style="list-style-type: none"> ○ 124 ENROLLED ○ SWD=35 ○ ELL=29 • 9 passed in January • Need 22 more students to pass in June • Math lab instructor and Counselor will meet with the 22 students to review past Regents results and create a plan for support through June. • Increased collaboration with Math teacher and Math lab teacher during



							department meetings in order to focus on specific skills for individual needs <ul style="list-style-type: none"> ● In Class assessments mode the rigor and language of Regents ● Certified math teacher support in SC classrooms ● Students currently passing Math MP2 = 41/125 ● New Tutoring Grant to support students affected by Hurricane Katrina or homelessness. Hoping to serve an additional 15 students with extra support ● Tutoring opportunities through U of R Upward Bound and teacher support
69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regents	17%	23%		yes	<ul style="list-style-type: none"> ● Targeted Intervention ● Regents Preparation ● Credit Recovery ● ILT/ Department Meetings ● Cohort Meetings <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of practice questions/essay prompts → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Report Card → Walkthrough Data (with content area director once per month) → ELA Regents Results → Cohort Meetings → Reading/Writing strategy across content being used 	<ul style="list-style-type: none"> ● Currently 31/134 (23.1%) have passed <ul style="list-style-type: none"> ○ 125 enrolled ○ SWD=38 ○ ELL=25 ● 15 passed in January ● 4 students who scored a 63 in January have been identified for additional support in planning and writing essays. ● Increased collaboration with ELA teachers and ELA lab teacher during department meetings in



							<p>order to focus on specific skills for individual needs</p> <ul style="list-style-type: none"> ● In Class assessments model rigor and language of Regents exams ● Practice Assessment E3 54/81 passed ● Students currently passing ELA MP2 = 49/133 ● TEAL Writing strategy, composition books, after school support, samples of student writing reviewed by department team ● New Tutoring Grant to support students affected by Hurricane Katrina or homelessness. Hoping to serve an additional 15 students with extra support ● Extra push in support from part-time Intervention Teacher ● Tutoring opportunities through UofR Upward Bound
70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Student	51%	57%		no	<ul style="list-style-type: none"> → Additional Online Credit Recovery Labs → Instructional Leadership Team → DataWise Improvement Process → Family of 10 	<ul style="list-style-type: none"> → Credit Accrual Status → Cohort Tracking → MP 1, 2, 3 grades and 1-4 Progress Reports → Administrator/Teacher Data Conversations → January/June 2020 Regents Results 	<ul style="list-style-type: none"> ● Currently we have 11/167 students meeting this DI. <ul style="list-style-type: none"> ○ 123 enrolled ○ SWD=38 ○ ELL=34 ○ Program School=23 ● Need 85 more ● Projected on target for graduation= 68 (40.2%)



						<ul style="list-style-type: none">● Interventions Include:<ul style="list-style-type: none">○ We have 24 that are behind on credits that we are focusing on to get Regents exams and credits (OCR, opened up Regents review classes). We reviewed each transcript for accuracy with an individual meeting with each student to review status. Letters were sent to families as well. Need 8 more, focus on top 12 (~8.5 credits to enroll in OCR).● Weekly Cohort Meetings● Monthly senior meetings● Attendance checks weekly● Scheduled visits to program schools 2/25 (All City) to verify the status of students enrolled. Scheduled for 2-3 more times● Family of Ten to review MP grades, regents needs, total
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							credits with all students and their families
88 - 2019-20: 2015 Total Cohort 5-Year Grad Rate - All Students	49%	55%		no	See Indicator 70	See Indicator 70	<ul style="list-style-type: none"> ● Currently we have 65/184 (35.3%) students meeting this DI ● We need 37 more ● 50 still enrolled ● We currently have 30/37 enrolled in alternate programming. Interventions Include: See Indicator 70
120 - HS ELA All Students Performance Index	59.2	69.2		yes	See Indicator 69 and 70 for additional information	See Indicator 69 and 70 for additional information	As of Feb 8, 2020 a projected Acct cohort is at 128 students, the ELA PI is at 56.3 based on Regents exam results. To reach progress target a total of 17 students would need to score between 65-78 (Level 2). Students from the Accountability Cohort are currently being identified for support based on past Regents results, teacher input, and attendance.
130 - HS Math All Students Performance Index	59.2	69.2		yes	See Indicator 67 and 70 for additional information	See Indicator 67 and 70 for additional information	As of Feb 8, 2020 a projected Acct cohort is at 128 students, the Math PI is at 41.4 based on Regents exam results. To reach progress target a total of 36 students would need to score between 65-78 (Level 2) For cohort 2016 we currently have: Students from the Accountability Cohort are currently being identified for support based on past Regents



							<p>results, teacher input, and attendance.</p> <p>Currently passing regents course: Alg I: 50/101 Alg II: 13/19 Geometry: 20/28</p>
140 - College, Career and Civic Readiness Index	42..1	52.1		<ul style="list-style-type: none"> ● Cohort Team Meetings ● Multiple Graduation Paths/Plans (CDOS and Seal of Biliteracy) <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Review all transcripts → Inventory of student career interest surveys → Present multiple options/pathways and survey to ensure understanding → Survey graduated students on readiness <p>See Indicator 70 for additional information</p>	<p>2016 Cohort currently has:</p> <ul style="list-style-type: none"> ● Total AP offerings = 3 (Literature (28), US (20), Virtual AP Environmental Science (1)) (1.5 points) ● Advanced Regents Track = 3 ● Seal of Biliteracy = 3 (2 points) ● Regents Track = 38 (1 point) Local= 24 ● CDOS Credential =33 (can be regent or local) ● Dual Enrollment = 1 (community college) ● SkillsUSA to be reviewed after regents in January <p>See Indicator 70 for additional information</p>	
170- HS Chronic Absenteeism - All Student	75%	66%		<ul style="list-style-type: none"> ● Attendance Team Meetings ● Family of Ten 	<ul style="list-style-type: none"> → Average Daily Attendance → Home visits → Phone calls 	<ul style="list-style-type: none"> ● Current ADA = 67.6% ● Chronically Absent = 334/523 =63.9% ● Severe Chronically Absent to date = 249/523 = 47.8% 	



							<ul style="list-style-type: none"> 33 students have excellent attendance, we have celebrated this with the hopes of it being a positive reinforcement for others Weekly attendance meetings where we look at our 3 tiers and discuss interventions
190 - HS ELP Success Ratio - All Students	.7	.9		<ul style="list-style-type: none"> Instructional Data Meetings Targeted Intervention Regents Preparation Credit Recovery ENL Professional Learning <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → NYSESLAT → Exiting ENL status → Use of Common Formative/Classroom Assessments → Review and analyze student work → Progress Reports to include comment on language proficiency progress from the ENL teacher <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> Total Population = 93 <p>Entering = 1 Emerging = 4 Transitioning = 21 Expanding = 41 Commanding = 9</p> <p>Enrollment in Program Schools: Bilingual Academy = 8 RIA = 18 All City = 1</p> <ul style="list-style-type: none"> •NYSESLAT = 97 tested <ul style="list-style-type: none"> Strategic placement of students due to results from last year in ELA Use of writing strategy across content (TEAL) Use of visuals to help with vocabulary understanding New Tutoring Grant to support students affected by Hurricane Katrina or homelessness. Hoping to 	



							<p>serve an additional 15 students with extra support</p> <ul style="list-style-type: none"> Looking into practice assessment that is aligned to NYSELAT
230 - HS Science All Students Performance Index	98	108		<ul style="list-style-type: none"> Instructional Data Meetings Targeted Intervention Regents Preparation Credit Recovery Lab Minute Recovery <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of Common Formative/Classroom Assessments → Use of practice questions-including practical tasks → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Cohort Meetings → Department Meetings → Reading/Writing strategy across content being used <p>See Indicator 70 for additional information</p>	<p>As of Feb 8, 2020 a projected Acct cohort is at 128 students, the Science PI is at 78.5 based on Regents exam results. To reach progress target a total of 38 students would need to score between 55-64(Level 2)</p> <p>Students from the Accountability Cohort are currently being identified for support based on past Regents results, teacher input, and attendance.</p> <p>Currently passing regents course: Living Env: 59/160 Earth Science: 47/89 Physics: 13/21</p>	
240 - HS Social Studies All Students Performance Index	102.4	112.4		<ul style="list-style-type: none"> Instructional Data Meetings Targeted Intervention Regents Preparation Credit Recovery <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of Common Formative/ Classroom Assessments → Use of practice questions → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Walkthrough Data (with content area director once per month) → Cohort Meetings 	<p>As of Feb 8, 2020 a projected Acct cohort is at 128 students, the SS PI is at 68.0 based on Regents exam results. To reach progress target a total of 57 students would need to score between 65-78 (Level 2).</p> <p>Students from the Accountability Cohort are currently being identified for support based on past Regents results, teacher input, and attendance.</p>	



						→ Department Meetings → Reading/Writing strategy across content being used See Indicator 70 for additional information	Currently passing regents course: Global I: 40/89 Global II: 8/16 US: 14/33 <ul style="list-style-type: none"> content area executive director visits monthly for walkthroughs with administration and attends department meetings bi-weekly
250 - 2019-20: Total Cohort 6-Year Grade Rate - All Students	61%	66%		no	See Indicator 70 for additional information	See Indicator 70 for additional information	<ul style="list-style-type: none"> Currently 85/180 students are meeting this DI Need a total of 117 and Need 31 more but we only have 23 students still enrolled. Hence we will not meet this DI but we will focus on getting our students what they need to graduate. We currently have 16/23 enrolled in alternate programming and 7 still attending VCHS. <p>Interventions Include: See Indicator 70 for additional information</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	n/a	CSM Implementation Rubric			<ul style="list-style-type: none"> Hire a Community School Site Coordinator. This addition will support building a strong, focused community engagement team to help focus on oversight and roll out of many of the school's partnership needs 	<ul style="list-style-type: none"> → Agendas for each meetings (To date 4 have occurred) → New partnerships and continued or growing ones 	<ul style="list-style-type: none"> Currently the school is working with the Director of Community Schools to provide support to students and families.
6 - Family and Community Engagement (Tenet 6)	n/a			yes	<ul style="list-style-type: none"> Recruit families for opportunities to be a part of the school community, decisions and planning committees 	<ul style="list-style-type: none"> → Tenet 6 pre-self-assessment → Attendance Sheets → Family surveys 	<ul style="list-style-type: none"> Tenet 6 Guidelines Pre-Assessment indicates: Phase I: 18/21 Phase II: 19/24 Phase III: 12/16 Encourage family involvement with every call, interaction, and communication sent increasing communication through social media, robo calls, and video communication



66 - 2019-20: 2018 Total Cohort (10th Graders) with 5 or more credits	45%	51%		yes	See Indicators 67 and 70 for additional information	See Indicator 67 and 70 for additional information	<ul style="list-style-type: none"> • Total Cohort= 125 • 75/125(60%) on track • Mid marking period grade review • Cohort meetings See Indicator 67 and 70 for additional information
68 - 2019-20: 2017 Total Cohort (11th Graders) with 5 or more credits	39%	45%		yes	See Indicators 69 and 70 for additional information	See Indicators 69 and 70 for additional information	<ul style="list-style-type: none"> • Total Cohort= 134 • 87/134(64.9%)on track • Mid marking period grade review • Cohort meetings See Indicators 69 and 70 for additional information
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a			yes	<ul style="list-style-type: none"> • Expanded Learning Time • After School, Saturday/Summer and Recess Work Sessions 	→ Attendance	~Working on a plan to address an additional 20 hours during Saturday School, After School, or break programming.
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		<ul style="list-style-type: none"> One Million Project (District Initiative): We just completed the third deployment. We have 247 students with Chromebooks and access to WiFi. Most teachers use google classroom Ensuring student know and are familiar with calculators during all math and science instruction 	
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

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 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
	To date the CET has met four times, 10/4/19, 10/25/2019, 11/25/2019and 1/31/2020 See agenda for meeting minutes and more information.



<i>Powers of the Receiver</i>			
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.)

Community Schools Grant (CSG)	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 19-20)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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

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

<u>Budget Analysis</u>		
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)

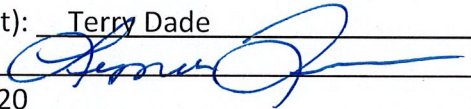
<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these 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: _____



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

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Stephanie Moore
Signature of CET Representative: [Signature]
Date: 2/14/20

Mae Roman [Signature]

Katherine Fomey [Signature]

James K. Matata

[Signature]

Jasmine Wilson

Keyi Donadelle

[Signature]