

## 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: <a href="http://www.rcsdk12.org/schoolinnovation">www.rcsdk12.org/schoolinnovation</a>			
Joseph C. Wilson Foundation Academy (WFA)	26-16-00-01-0668	Rochester City Schools	Joseph C. Wilson Foundation Academy (WFA)	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	*If new, attach resume.  Dr. Deasure A. Matthew Appointment Date: 2007; 2012	Michele Alberti White, <i>Executive Director of School Innovation</i> Brennen Colwell, <i>School Ambassador</i> Sheela Webster, <i>Chief of Schools</i>		K-8	7%	17%	540

### **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*.

### **Introduction**

Joseph C. Wilson Foundation Academy is a K-8 school located in the Rochester City School District. It offers the International Baccalaureate (IB) Middle Years Program for 7<sup>th</sup> and 8<sup>th</sup> grades and is in the 2<sup>nd</sup> year of consideration for the Primary Years Program for Kindergarten to 6<sup>th</sup> grade. We believe that the social and emotional development of adolescent youth is equally important as their intellectual growth and nurturing each area will foster a positive self-image and responsible citizens in our school and community. Wilson Foundation Academy faculty and staff are committed to creating a learning environment that supports the achievement of its scholars; provides equal access to programs and initiatives; and shares the accountability for the growth and development of each child.



### **Implementing Key Strategies**

Key strategies used to support improved achievement include:

- Continued use of -Data Wise – with all school-based instructional teams;
- Small-group pull-out intervention groups for grades 3-8 in both ELA and math targeting strengthening strategies identified in review of NWEA and State Assessment performance outcomes;
- Review and feedback on achievement using Quarter 1 performance

### **Engaging the Community**

Engaging the community to support improved achievement includes:

- Community partnership with Southwest Area Neighborhood Association (SWAN) continues to be under review by City of Rochester and the RCSD
- Board of Education approval of Community Site Coordinator to work with school, parents, and community to develop a wrap-around support system for students and their families.
- Monthly meetings with Community Engagement Team to monitor progress toward meeting Levels 1 and 2 targets; monthly meeting began with Director of Community Schools.

### **Enacting Receivership**

Wilson Foundation Academy’s learning community seeks to maximize rapid academic achievement through implementing instructional and social/emotional support strategies and targeted interventions, such as, Primary Project for K-3, School-Wide PBIS, House Award System for 4<sup>th</sup>-8<sup>th</sup> grade, and school-developed Positive Referrals. The school community intends to provided and sustain improvement in student achievement after the period of the school receivership ends.

**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.
33- 3-8 ELA All Students MGP	42.3	44.3	Y	yes	1. ELA Reading intervention supports for small group pull out sessions and push-in supports for teachers; shared strategies used to support “good first teaching” 2. Rochester Instructional Learning Framework (RILF) as the instructional design and its toolkit is offered as a resource for use with lesson ideas and activities. 3. Being a Reader and Being a Writer for K-6	There are no NYSED data points to monitor MGP specifically, however, we use the following to support student progress: <ol style="list-style-type: none"> <li>1. NYS Assessments results</li> <li>2. NWEA - ELA</li> <li>3. Common Formative Assessments (CFA)</li> </ol>	<ol style="list-style-type: none"> <li>1. The school’s only reading teacher and both 3<sup>rd</sup> grade teachers were a part of the district’s mid-year reduction in force causing us to lose all three non-tenured teachers and replacing the positions with three other district teachers who are tenured teachers.</li> <li>2. Intervention groups meet as pull-out and focus on targeted needs based on review of NWEA and NYS assessments.</li> <li>3. Use of co-teaching models (Parallel and Team) and imbedded Academic Intervention Support (AIS) period for 7<sup>th</sup> and 8<sup>th</sup> graders have allowed for smaller group instruction and more targeted support for students within the classroom.</li> <li>4. Teachers continue weekly team meetings that focus on student progress in class and student intervention plans; members of the Instructional Leadership Team (ILT) are present at each grade-level team meeting to support teachers.</li> <li>5. All 7<sup>th</sup> and 8<sup>th</sup> grade middle school students will sit for a 2-hour mid-year exam in all ELA courses to simulate a Regents-type exam setting; results will be incorporated into 2<sup>nd</sup> marking period grade for</li> </ol>



					are used as a school-wide literacy program; embedded literacy intervention and use of co-teaching supports for middle school ELA 4. Teacher-made mid-year assessments to measure first-semester growth and evaluate teaching practices	4. Fountas and Pinnell (for all grades)	that course and used as an assessment tool to determine both student content mastery and teaching practices. 6. ILT determined “vocabulary development” as our problem of practice across all content area subjects. The following resources have been developed and used across content areas: - Vocabulary cards created for 3rd, 4th, 5th, and 6th grade students-class sets made for grade level use for NYS and general vocabulary practice and review - Vocabulary.com and quizlet.com accounts set up for all grade levels and content area use for vocabulary practice and review.
39- Math All Students MGP	43.4	45.4		yes	1. Math intervention teacher supports middle school students with small group pull out sessions and push-in supports for some math classes; shared strategies used to support “good first teaching” 2. Rochester Instructional Learning Framework (RILF) as the instructional design and its toolkit is offered as a resource for use with lesson ideas and activities. 3. Teacher-made mid-year assessments to	There are no NYSED data points to specifically monitor MGP; however, we use the following to support student progress: 1. NYS Assessments results 2. NWEA - MATH 3. Common Formative Assessments (CFA) 4. Zearn used for progress monitoring	1. As a result of our District-wide mid-year staff reduction, one of our math teachers at the middle school level was displaced out of the building and our math intervention teacher was moved from intervention role and placed in the classroom. However, our administrative leadership team was able to arrange the teaching schedules among the math department members that allowed for the intervention teacher to continue prior schedule of small-group pull out for targeted supports (YAY!) – resulting in no changes with the supports for our 7 <sup>th</sup> and 8 <sup>th</sup> graders (double YAY!) 2. Teachers continue weekly team meetings that focus on student progress in class, review of CFA and student intervention plans; members of the Instructional Leadership Team (ILT) are present at each grade-level team meeting to support teachers. 3. All 7 <sup>th</sup> and 8 <sup>th</sup> grade middle school students will sit for a 2-hour mid-year examine in all math courses to simulate a Regents-type exam setting; results will be incorporated into 2 <sup>nd</sup> marking period grade for that course and used as an assessment tool to determine both student content mastery and teaching practices. 4. NY State Regents Review Books purchased for each 8 <sup>th</sup> grade student enrolled in Algebra 1 and Geometry 5. 8 <sup>th</sup> grade Algebra 1 and Geometry students were given sample NY State Math 8 assessment as a baseline; nine students scored level 3 and level 4 without preparation and will sit for the NY State Math 8 exam in April addition to the Regents exam in June. 7. ILT determined “vocabulary development” as our problem of practice across all content area subjects. The following resources have been developed and used across content areas:



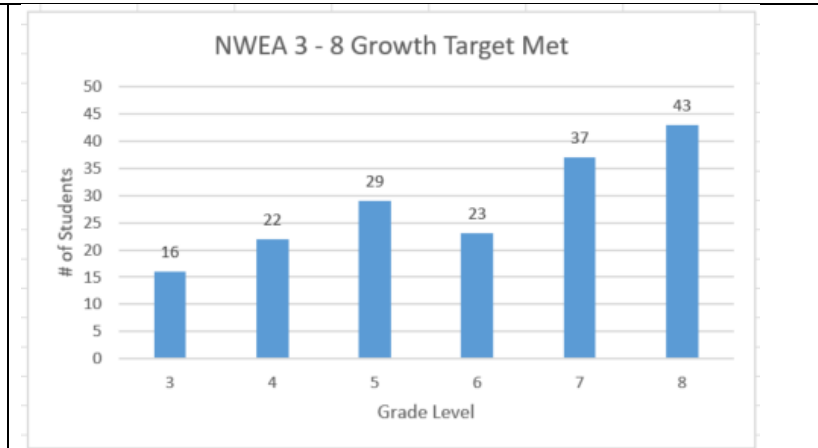
					measure first-semester growth and evaluate teaching practices		<ul style="list-style-type: none"> <li>- Vocabulary cards created for 3rd, 4th, 5th, and 6th grade students-class sets made for grade level use for NYS and general vocabulary practice and review</li> <li>- Vocabulary.com and quizlet.com accounts set up for all grade level and content area use for vocabulary practice and review</li> </ul>														
100- 3-8 ELA All Students Core Subject Performance Index	47.3	57.3		yes	See Indicator #33	<p>2019 Progress Target <b>was met</b>. As of Jan. 28, 2020, 428 active students enrolled and we would need 245 students to score at level 2 or above to meet progress for 2020.</p> <p>See Indicator #33</p>	<p>See Indicator #33</p> <p>The projected accountability cohort is at 420 students as of Feb 10, 2020. The school would need 241 students scoring at Level 2 to meet progress target. Student scoring Level 3-4 will reduce number of students needed to reach target.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>NWEA 3 - 8 Growth Target Met</caption> <thead> <tr> <th>Grade Level</th> <th># of Students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>16</td> </tr> <tr> <td>4</td> <td>22</td> </tr> <tr> <td>5</td> <td>29</td> </tr> <tr> <td>6</td> <td>23</td> </tr> <tr> <td>7</td> <td>37</td> </tr> <tr> <td>8</td> <td>43</td> </tr> </tbody> </table> </div> <p>As shown above, data generated by the winter administration of NWEA data suggests 186 students across grades three through 8 are meeting their growth targets. With the highest levels of growth demonstrated in the middle school.</p>	Grade Level	# of Students	3	16	4	22	5	29	6	23	7	37	8	43
Grade Level	# of Students																				
3	16																				
4	22																				
5	29																				
6	23																				
7	37																				
8	43																				



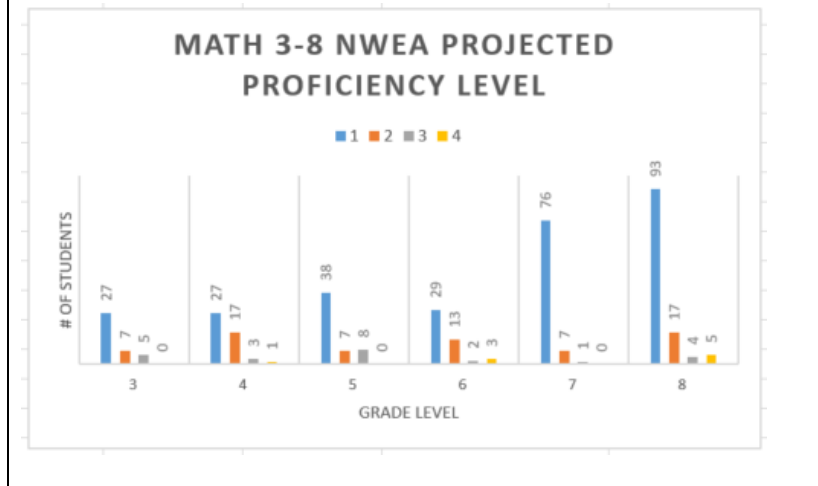
10- 3-8 Math All Students Core Subject Performance Index	32.2	42.2		yes	See Indicator #39	<p>2019 Progress Target was <b>not met</b>. As of Jan. 28, 2020, 428 active students enrolled and we would need 181 students to score at or above level 2 to meet progress for 2020.</p> <p>See Indicator #39</p>	<p>Data generated from the winter administration of NWEA was also used to project proficiency on the NYS assessments. As shown above, the school is projecting 158 students to score at or above a level 2. Using this projected rate of proficiency against 95% of the schools 3-9 enrollment the school is projected to have a Performance Index of 51.0. As evidenced by the above data, the majority of students are scoring at a level 1 (68.5%). The school will continue to provide targeted supports and interventions to students in an effort to support grown from level 1 to 2, 2 to 3, and 3 to 4.</p> <p>See Indicator #39</p> <p>The projected accountability cohort is at 420 students as of Feb 10, 2020. The school would need 178 students scoring at Level 2 to meet progress target. Students scoring Level 3-4 will reduce number of students needed to reach target.</p>



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As shown above, data generated by the winter administration of NWEA data suggests 192 students across grades three through 8 are meeting their growth targets. With the highest levels of growth demonstrated in the middle school.





							Data generated from the winter administration of NWEA was also used to project proficiency on the NYS assessments. As shown above, the school is projecting 90 students to score at or above a level 2. Using this projected rate of proficiency against 95% of the schools 3-9 enrollment the school is projected to have a Performance Index of 34.2. As evidenced by the above data, the majority of students are scoring at a level 1 (69%). The school will continue to provide targeted supports and interventions to students in an effort to support grown from level 1 to 2, 2 to 3, and 3 to 4.
150- Grades 4 and 8 Science All Students Core Subject Performance Index	116.2	126.2		yes	<ol style="list-style-type: none"> <li>1. Executive Director of Science visits the science classes and provides support and feedback to the teachers.</li> <li>2. Use of NY LE Regents assessments for CFA development and use.</li> <li>3. Use of NY Regents review books for LE purchased for each student</li> </ol>	<p>2019 Progress Target was <b>not met</b>. As of Jan. 28, 2020, 187 active students enrolled and we would need all students to score at level 2-4 to meet progress for 2020.</p> <ol style="list-style-type: none"> <li>1. NYS Assessments</li> <li>2. Common Formative Assessments (CFA)</li> <li>3. Formal and informal classroom observations</li> </ol>	<ol style="list-style-type: none"> <li>1. In addition to incorporating the Rochester Initiative for Science Education (RISE) Kits, 4<sup>th</sup> grade teachers will partner with other 4<sup>th</sup> grade teachers form district Receivership Schools to share ideas and best practices in preparation for Science 4 assessment as well as ways in incorporating science in daily instruction.</li> <li>2. Current 5<sup>th</sup> grade teacher provided instructional materials with the 4<sup>th</sup> grade team that she found helpful in conducting lab experiences for the students</li> <li>3. As of Jan. 16, 2020, 80% of 8<sup>th</sup> grade students in LE are on target with meeting science lab minutes.</li> <li>4. All 8<sup>th</sup> grade students will sit for 2-hour midterm exam simulating either the Living Environment Regents exam or the science 8 assessment.</li> <li>5. Additional support during lunch and after school tutoring will be developed based on needs and results of the midterm exam.</li> <li>6. Master schedule revised to reflect additional support from math teacher as a “push-in” to LE classes supporting labs and regular class.</li> <li>7. 4<sup>th</sup> grade science vocabulary cards created for each class to use for whole-group instruction and every student will have his/her own personal set to use for vocabulary practice and review outside of the classroom.</li> <li>8. Vocabulary.com and quizlet.com accounts set up for all grade level and content area use for vocabulary practice and review</li> <li>9. Vocabulary word wall created for 8<sup>th</sup> grade Science classrooms</li> </ol>





160- 1-8 Chronic Absenteeism- All Students	33%	30%		yes	<ol style="list-style-type: none"> <li>1. Attendance Watch Team will monitor student attendance and partner with families to support student chronic absenteeism</li> <li>2. Student and class recognitions used to recognize perfect and improved attendance</li> <li>3. Daily Attendance (overall and per grade level) will be posted daily for public view</li> <li>4. Home visits and outreach will done to communicate with parents on importance of attendance</li> <li>5. “We Miss You” post cards will be sent home to select students</li> </ol>	<p>2019 Progress Target was <b>not met</b>. As of Jan. 28, 2020, 496 active 1<sup>st</sup>-8<sup>th</sup> grade students enrolled and the following data points are being used to monitor attendance and chronic absenteeism:</p> <ol style="list-style-type: none"> <li>1. Average Daily Attendance reports through SPA data warehouse</li> <li>2. Chronic Absentee Reports through SPA</li> <li>3. Attendance reports by grade level and identified students with absentee status of 10 days or greater.</li> </ol>	<table border="1" data-bbox="1696 217 2475 711"> <thead> <tr> <th>Grade Level</th> <th>Enrollment</th> <th>CA 10% - 19.9%</th> <th>CA 19.9% or Greater</th> <th>Total CA</th> <th>Chronic Absenteeism Rate</th> </tr> </thead> <tbody> <tr><td>1</td><td>35</td><td>9</td><td>3</td><td>12</td><td>34%</td></tr> <tr><td>2</td><td>33</td><td>5</td><td>8</td><td>13</td><td>39%</td></tr> <tr><td>3</td><td>40</td><td>9</td><td>3</td><td>12</td><td>30%</td></tr> <tr><td>4</td><td>49</td><td>13</td><td>3</td><td>16</td><td>33%</td></tr> <tr><td>5</td><td>59</td><td>9</td><td>6</td><td>15</td><td>25%</td></tr> <tr><td>6</td><td>51</td><td>10</td><td>1</td><td>11</td><td>22%</td></tr> <tr><td>7</td><td>90</td><td>16</td><td>4</td><td>20</td><td>22%</td></tr> <tr><td>8</td><td>137</td><td>16</td><td>17</td><td>33</td><td>24%</td></tr> <tr><td><b>Grand Total</b></td><td><b>494</b></td><td><b>87</b></td><td><b>45</b></td><td><b>132</b></td><td><b>27%</b></td></tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. As of Jan. 28, 2020, there are 132 students in grades 1<sup>st</sup>-8<sup>th</sup> who have been absent 10% or more days. This puts WFA at a current Chronic Absenteeism rate of 27%, which is on target to meet the DI.</li> <li>2. Attendance Watch Team continues to meet on Fridays to go over the chronic absentee list to determine the needs of students/families to support attendance.</li> <li>3. Second semester the Watch Team will focus on chronic absent students by grade level and identify trends. One of the trends noted with our middle school is absences have been largely related to suspensions so some of our strategies used for support are buddy rooms, ISS, and beginning 2<sup>nd</sup> semester is 2-hour Saturday School in lieu of an out-of-school suspension.</li> <li>4. Average Daily Attendance for school and per grade level are publicly displayed in the front of the school on sandwich board for public notice.</li> <li>5. As a result of our District-wide mid-year staff reduction, our school lost our district-appointed attendance liaison and our building-level attendance clerk. Thanks to the effort from our School Chief, our school attendance clerk was restored until June 30, 2020. Unfortunately, the attendance liaison was not restored and the work she did to support our attendance needs will be absorbed by school staff (parent liaison and school counselor).</li> </ol>	Grade Level	Enrollment	CA 10% - 19.9%	CA 19.9% or Greater	Total CA	Chronic Absenteeism Rate	1	35	9	3	12	34%	2	33	5	8	13	39%	3	40	9	3	12	30%	4	49	13	3	16	33%	5	59	9	6	15	25%	6	51	10	1	11	22%	7	90	16	4	20	22%	8	137	16	17	33	24%	<b>Grand Total</b>	<b>494</b>	<b>87</b>	<b>45</b>	<b>132</b>	<b>27%</b>
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180- 3-8 ELP Success Ratio- All Students	.5	.7		yes	See Indicator #33 & #39	2019 Progress Target <b>was met</b> ELP success ratio is supported by the following: 1. NYSESLAT assessment 2. NWEA - ELA 3. Common Formative Assessments (CFA) 4. Being a Reader Assessments	1. Leadership team met with Central Office Executive Director of Department of Multilingual Education to further understand the ELP success ratio calculation; presentation was shared with staff during school-wide meeting on December 6, 2019. 2. Monthly school ENL newsletter was created by ESOL teachers which include student highlight and instructional practices to support ELL students; 3 newsletters have been sent home with students, but plans are being made to share this with parents via postal mailings. 3. Professional Development for staff will be offered beginning January 2020. It will consist of 5 one-hour sessions on topics suggested by staff, but will focus on: Connecting Content & Language for ELLs in the Classroom through Responsive Instruction.
<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 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 Rubric		yes	Parent Liaison is working with ILT members, teachers and parents to identify needs and the supports to establish and implement the Community School Model	<ol style="list-style-type: none"> <li>1. Parent, student, and staff Survey Data</li> <li>2. Community School Rubric</li> </ol>	<ol style="list-style-type: none"> <li>1. Community Site Coordinator was approved by the Board of Education on January 9, 2020 formally and publically naming our Site Coordinator</li> <li>2. School leaders met with city of Rochester representatives on January 17, 2020 to discuss support needs as they plan to reorganize the community center that leases the space attached to the school. Plans are being made to use the space and offer after-school and summer-time learning and recreational opportunities for students.</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Create a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</li> <li>2. Parent Liaison, PWS, SBPT and school community at large will work with parents to increase parent partnership with the school;</li> </ol>	<ol style="list-style-type: none"> <li>1. School event calendar</li> <li>2. Tenet 6 activity binder</li> <li>3. Record of ROBO calls</li> <li>4. Parent/family sign-in sheets at school and classroom events</li> <li>5. Student attendance and participation record</li> </ol>	<ol style="list-style-type: none"> <li>1. The following parent and community events have occurred since October 2019:           <ul style="list-style-type: none"> <li>• “Snuggle Up and Read” event where parents and their child spent time reading and making blankets; parents were given at-home reading support strategies and</li> </ul> </li> </ol>



							<p>students were able to take home free books.</p> <ul style="list-style-type: none"><li>• “12 Nights of Christmas” during December presented on our Wilson Foundation Parent and Staff Facebook page where staff volunteered to read a holiday story and the video posted on Parent FB page for parents to show their child each night.</li><li>• Parent Liaison organized a “Holiday Store” where children could purchase very low-priced holiday gifts for family members</li><li>• Multi-language signage added to main office, library, and parent center that says “Welcome to our School” in all of the 12 languages that are represented among the student population of our school.</li><li>• Library redesign in progress for multi-language books, increasing books in multiple languages</li><li>• Parent survey sent home with report cards in November and the return rate was 61 surveys; plans are being made to send in 2<sup>nd</sup> marking period report cards the second week of February and provide</li></ul>
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							<p>incentive for students to return them.</p> <ul style="list-style-type: none"> <li>• Parent communication tool called “Classroom DoJo” is used to provide parents with up-to-the-minute information on their child’s performance in class via cell phone text or email.</li> <li>• The RCSD Annual City-wide school EXPO was held Jan. 11, 2020 in our school building; we hosted all city schools Pre-K-12 to showcase school programs and provide opportunity for parents to register their child for pre-K, Kindergarten, 7<sup>th</sup> and 9<sup>th</sup> grades (each of those grades is a transition grade for RCSD students).</li> <li>• With each parent event, progress on Receivership indicators is presented to parents and copies of the PowerPoint used is offered to parents; additional copies available in parent center and main office.</li> </ul>
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		yes	<ol style="list-style-type: none"> <li>1. Student learning time increase as evidenced by the total number of school hours for instruction in core academic subjects</li> <li>2. Students are offered enrichment activities that contribute to a well-rounded education, such as physical activities, service learning, or</li> </ol>	<ol style="list-style-type: none"> <li>1. School event calendar indicating events and activities</li> <li>2. Professional Development calendar and plan; teacher participation attendance</li> <li>3. Student attendance and participation record</li> </ol>	Wilson Foundation Academy’s regular school day operates from 7:30am - 2:00pm which offers additional instruction time beyond the SED requirements of 5.5 hours per day. Extra instructional time offers both intervention and



					<p>experiential and work-based learning opportunities.</p> <p>3. Create opportunities for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p>		<p>acceleration-based opportunities to students. Enrichments in the form of clubs and sports are underway and well attended.</p> <p>Additional learning and enrichment opportunities offered to students from September to January is as follows:  <u>Photo Club</u>:72 hours  <u>Girl Scouts</u>: 42 hours  <u>Saturday School</u> will be held February 1<sup>st</sup> – June 12<sup>th</sup> for a total of 34 hours</p> <p>School leaders met with city of Rochester representatives on January 17, 2020 to discuss support needs as they plan to reorganize the community center that leases the space attached to the school. Plans are being made to use the space and services being offered as an opportunity to support our establishment of our community school in addition to offering after school and summer time opportunity for students.</p>
105- 3-8 ELA ED Core Subject Performance Index	44	54		yes	See Indicator #33	2019 Progress Target <b>was met</b> . As of Jan. 28, 2020, 428 active students enrolled and we would need 231 students scoring at Level 2 to meet progress target.	See Indicator #33



115- 3-8 Math ED Core Subject Performance Index	29.9	39.9		yes	See Indicator #39	See Indicator #33 2019 Progress Target was <b>not met</b> . As of Jan. 28, 2020, 428 active students enrolled and we would need 171 students scoring at Level 2 to meet progress target.  See Indicator #39	See Indicator #39
<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 III – Additional Key Strategies – (As applicable)**

<b>Key Strategies</b>						
<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		Chromebooks, SMARTBoards, iPads, and desk computers are used in each classroom. There are two computer labs with 25-30 desktop computers for full-class use and a 20-computer lab in the library. Students use instructional resources such as Zearn for math intervention support and Lexia for reading. Vocabulary.com and Quizlet.com school licenses are used school-wide to strengthen content vocabulary.				
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY		N/A				
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**



**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
	<ul style="list-style-type: none"> <li>• Board of Education approved Community School Site Coordinator (CSSC); CSSC will facilitate monthly CET meetings.</li> <li>• Although the CET committee holds regularly-scheduled monthly meetings, attendance is not consistent; recruitment of CET members continues this year so that all constituents can be represented.</li> <li>• Director of Community Schools has scheduled monthly meetings with Site Coordinator and will attend our monthly CET meetings to offer support.</li> <li>• Community partnerships consist of the following: Southwest Area Neighborhood Association (SWAN), Rochester Center for Youth, Villa of Hope, Girls Scouts of America, 19 Ward Association, Primary Project of the Children’s Institute, and the Digm Group publishing company.</li> </ul>

**Powers of the Receiver**  
 Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
	<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.
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**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>Community Schools Grant (CSG)</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.			
<b>Required Activities</b>		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)		Parent survey was distributed in November 2019 with plans to repeat January 2020 at the end of the 2 <sup>nd</sup> marking period; student and staff surveys will be distributed at the end of January 2020 at the end of 2 <sup>nd</sup> marking period.	
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 have been held with parents, teachers, and community in September during our Open House Curriculum Night. Monthly CET meetings with parents and community and by-monthly faculty meetings with staff include student/school updates on attendance, climate/suspensions, and any assessment data available (classroom grades, NWEA, and common assessments).	
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)		2. Quarterly PowerPoints with data updates on our indicators and other school-wide climate and instructional updates made available to parents during weekly parent morning coffee sessions, monthly events, and available in parent center and main office. Monthly ENL newsletter is sent home and school-wide newsletter will be mailed beginning 2 <sup>nd</sup> semester. Principal's "Wildcat Chat" email to staff holds school and District-related information.	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee		3. Community School Site Coordinator is visible to all constituents, participates in parent and staff meetings; facilitates the CET meetings; and meets with community members and school partners	
Steering Committee (challenges, meetings held, accomplishments)		N/A	
Feeder School Services (specific services offered and impact)		N/A	
Community School Site Coordinator (accomplishments and challenges)		Community Site Coordinator was just formally approved by Board of Education. Coordinator has met with school's parent liaison and IB Coordinators to consolidate efforts in parent and community outreach and communication. Bimonthly newsletter is being developed in conjunction with parent liaison and IB Coordinators with first publication February 1, 2020.	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Funding sources for programmatic costs include Title 1, IB Program, and general school funds. There are resources available through PTO fundraising, but there are currently no plans to use any at the reporting of Quarterly Report #2.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		N/A	
<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 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 <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:		
CSG:		

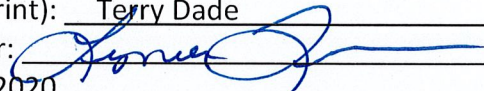
**Part VII: Best Practices (Optional)**

<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): Chantal Lischer  
Signature of CET Representative: \_\_\_\_\_  
Date: 02/03/2020



**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): Chantal Lischer  
Signature of CET Representative: Chantal Lischer  
Date: 02/03/2020