

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 Walton Spencer School No. 16	261600010016	Rochester City School District		Check which plan below applies:			
				SIG			SCEP X
				Cohort (6, or 7):			
				Model:			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Lisa Garrow	Sheela Webster <i>Chief of Schools</i> Michele Alberti White, <i>Executive Director of School Innovation</i>		PreK-6	4.0% *Captured from SPA data warehouse 2/11/20	18.7% *Captured from SPA data warehouse 2/11/20	401 *Captured from SPA data warehouse 2/11/20
	Appointment Date: July 1, 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*.

John Walton Spencer School No. 16 continues to be focused on student safety, strengthening partnerships, improving instructional practices and increasing student achievement. The school leaders and staff continue to monitor and adjust systems and structures that support improving the focus areas previously listed. Out of school suspensions have been prevented by utilizing our school resources such as our Help Zone, Center For Youth Staff person, our school counselor, social workers and our in school suspension room. Restorative Practices are used throughout the building when addressing inappropriate behaviors. We are looking for opportunities to build new partnerships that will help support our efforts in addressing our student's social emotional needs. Through the use of the Data Wise process, Data Meetings, job embedded professional development, walkthroughs and School - Wide Learning Walks, John Walton Spencer staff have been sharpening their knowledge of content and pedagogy/teaching practices. We celebrate students and work to improve our daily attendance by offering incentives and acknowledging students with good attendance at our monthly awards assembly. We have recently developed a targeted support system that provides tiered supports for students that are chronically absent. Recently, we received a Community School Site Coordinator. With the support of the Coordinator, we will assess the school's current needs and actively seek additional partnerships that will



support those needs. There has been an increase in community support including The 19 Ward Association which provides volunteers to support students and by encouraging neighborhood families to enroll their children in our school.

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	0.9	0.7		Yes	<p>Offer a tiered support system, PBIS and restorative practices that will support all students socially and emotionally resulting in a decrease of at least 2 suspensions and a decrease in at least 40 student referrals compared to the 2018-19 school year.</p> <ul style="list-style-type: none"> • Use of Help Zone staffed with Center for Youth member trained in Restorative Practices • PBIS Celebrations 	<ul style="list-style-type: none"> • Discipline referral data • Suspension rate data • Help Zone/Eagle's Nest attendance data/resolution data (de-escalating strategies used and time in nest) • ISS/ATS attendance data 	<p>Discipline Referral Data:</p> <p>To date, there has been 1 reportable incident toward the School Violence Index giving the school a current index of .037</p> <p>To date, there have been 79 Discipline Referrals written.</p> <p>57% of the incidences reported occurred in classrooms with 25% of the incidents stemming from hallway behavior.</p>



				<ul style="list-style-type: none">• Morning Meetings to build peer to peer and peer to adult relationships in the classroom• Child Study Team provides timely individual supports to students		<div><p>Location 7 responses</p><p>Behavior 19 responses</p><p>Consequence Assigned 7 responses</p><p>Suspension Data: 2 out of School Suspensions 3 In school Suspensions 2 Alternative to Suspension</p><ul style="list-style-type: none">• John Walton School 16 has been steadfast in addressing behaviors and incidents, using restorative practices, peer mediations, Calm Classroom and Morning Meetings to reduce suspension.</div>
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							<ul style="list-style-type: none">School administrators consistently review Eagles Nest and ATS/ISS attendance data. Administrators subsequently coordinates conferences and plans for students.John Walton School 16 has employed multiple teams and strategies to evaluate data and lower student behavioral incidents. Teams such as Tier Support and Child Study meet on a weekly basis to analyze data and develop plans to support students.																		
# 33 - 3-8 ELA All Students MGP	40	42.0		Yes	Strengthening Tier 1 instructional practices in all content areas by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based instruction, effective practices of a Reader’s and Writer’s Workshop, implementation of a new writing	<ul style="list-style-type: none">NWEA ELABuilding created Common Formative AssessmentsAIMSweb PlusK - BriganceLeveled Literacy InterventionAssessments (Running Reading Records)	<p>2019 Winter NWEA Data: Percent Meeting NWEA Growth Targets</p> <table border="1"><caption>Percent Meeting Growth Target Data</caption><thead><tr><th>Category</th><th>Percent Meeting Growth Target</th></tr></thead><tbody><tr><td>1</td><td>40</td></tr><tr><td>2</td><td>28</td></tr><tr><td>3</td><td>42</td></tr><tr><td>4</td><td>55</td></tr><tr><td>5</td><td>38</td></tr><tr><td>6</td><td>62</td></tr><tr><td>K</td><td>47</td></tr><tr><td>Total</td><td>47</td></tr></tbody></table> <ul style="list-style-type: none">47% of students met NWEA projected growth targets compared to 32%	Category	Percent Meeting Growth Target	1	40	2	28	3	42	4	55	5	38	6	62	K	47	Total	47
Category	Percent Meeting Growth Target																								
1	40																								
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K	47																								
Total	47																								



				<p>program (Being A Writer) and by continuing to provide research based intervention services to all tier 2 and tier 3 students through the Leveled Literacy Intervention Program and other research based strategies.</p> <p>Weekly lesson plans will be aligned with the Instructional Learning Framework.</p> <p>Use of data to inform instruction and create focus groups.</p>	<ul style="list-style-type: none">● Being a Writer Assessments● Walk-through, learning walks and observation data	<p>during the Fall administration.</p> <ul style="list-style-type: none">● 6th grade continues to be a relative strength with 63% of students meeting growth targets. <div><p>BAS Reading Levels</p><table><tr><th>Grade</th><th>Below</th><th>Approaching</th><th>Meets</th><th>Exceeds</th></tr><tr><td>Grade 3</td><td>22</td><td>5</td><td>10</td><td>15</td></tr><tr><td>Grade 4</td><td>25</td><td>5</td><td>10</td><td>20</td></tr><tr><td>Grade 5</td><td>45</td><td>5</td><td>10</td><td>10</td></tr><tr><td>Grade 6</td><td>45</td><td>5</td><td>10</td><td>15</td></tr></table></div> <ul style="list-style-type: none">● 63 students in grades 3-6 are above their reading level● 16 students are reading at grade level in grades 3-6● 15 students are approaching reading at grade level in grades 3-6● 139 students are reading below grade level in grades 3-6● Leveled Literacy Intervention is used with identified students who scored High 1's on previous NYS assessment	Grade	Below	Approaching	Meets	Exceeds	Grade 3	22	5	10	15	Grade 4	25	5	10	20	Grade 5	45	5	10	10	Grade 6	45	5	10	15
Grade	Below	Approaching	Meets	Exceeds																											
Grade 3	22	5	10	15																											
Grade 4	25	5	10	20																											
Grade 5	45	5	10	10																											
Grade 6	45	5	10	15																											

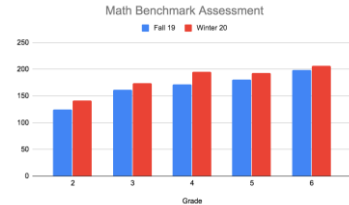


							<ul style="list-style-type: none">• Lessons are based on Next Generation standards following the Workshop Model in grades K-6• Test genre will be a focus in grades 3-6 two-three times a week• Leveled Literacy Intervention Program will continue as a reading intervention program across all grades• Student's progress will be monitored by Leveled Literacy and AIMSwebPlus monitoring tools (Tier 1 students monthly, Tier 2 students bi-weekly and Tier 3 students weekly)
#39 - 3-8 Math All Students MGP	38.5	40.6		Yes	Strengthening Tier 1 instructional practices by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based	<ul style="list-style-type: none">• NWEA Math• Building created Common Formative Assessments• Zearn• AIMSwebPlus• K – Brigance	Winter 2020 NWEA Data Students Meeting NWEA Growth Target



				<p>instruction, effective practices of Zearn and Math Workshop.</p> <p>Weekly lesson plans will include consideration of: learning targets, standards, Math workshop model (K & 6) (opening/mini-lesson, work period, closing), Intervention for math (groups/plan), Zearn Grades 1-5 (50/50 model), assessments (rubrics, checks for understanding, exit tickets).</p>		<div><p>Percent Meeting NWEA Growth Target</p><table><tr><th>Grade</th><th>Percent Meeting NWEA Growth Target</th></tr><tr><td>1</td><td>68%</td></tr><tr><td>2</td><td>58%</td></tr><tr><td>3</td><td>71%</td></tr><tr><td>4</td><td>55%</td></tr><tr><td>5</td><td>48%</td></tr><tr><td>6</td><td>58%</td></tr><tr><td>K</td><td>58%</td></tr><tr><td>Total</td><td>59%</td></tr></table></div> <ul style="list-style-type: none">● 59% of students met their NWEA Growth Target. This is a significant increase from the Fall NWEA which was 13%.● 3rd Grade demonstrated a relative strength with 71% of students reaching their growth targets.● With the focus area in math problem solving, Data Wise process has been implemented this year. We have identified a priority question and a learner-centered problem;● all Tier 2 and Tier 3 students receive research based intervention (Tier 2 - three times a week and Tier 3 five times a week)from the intervention teachers	Grade	Percent Meeting NWEA Growth Target	1	68%	2	58%	3	71%	4	55%	5	48%	6	58%	K	58%	Total	59%
Grade	Percent Meeting NWEA Growth Target																							
1	68%																							
2	58%																							
3	71%																							
4	55%																							
5	48%																							
6	58%																							
K	58%																							
Total	59%																							



							<div><ul style="list-style-type: none">● Utilize Zearn and Do The Math Program to support students’ growth.</div> <div><p>AIMSweb Data 2019-2020</p><p>Math Benchmark Assessment</p><table><caption>Math Benchmark Assessment Data</caption><tr><th>Grade</th><th>Fall 19</th><th>Winter 20</th></tr><tr><td>2</td><td>120</td><td>136</td></tr><tr><td>3</td><td>150</td><td>162</td></tr><tr><td>4</td><td>160</td><td>184</td></tr><tr><td>5</td><td>170</td><td>182</td></tr><tr><td>6</td><td>190</td><td>196</td></tr></table></div> <div><p>According to the data from Fall 2019 to Winter 2020 of the Math Benchmark assessments, students from grades 2-6 have shown growth in their scores. Grade 4 has the highest growth with 14% increase, Grade 2 with 13% increase, Grade 3 with 8% increase, Grade 5 with 6% increase, and Grade 6 with 4 % increase.</p><p>Area of focus in math will remain in classroom instruction with implementation of the workshop model, and the continuation of intervention support.</p><p>Math Workshop: planned in December, Rolled out in January, Full Implementation is expected on February 3rd.</p></div>	Grade	Fall 19	Winter 20	2	120	136	3	150	162	4	160	184	5	170	182	6	190	196
Grade	Fall 19	Winter 20																							
2	120	136																							
3	150	162																							
4	160	184																							
5	170	182																							
6	190	196																							



							<p>Teachers are being supported through Team Days embedded PD's, questions and answers from coaches, and administrators.</p> <p>Continue with intervention model from the fall, targeting students who performed at the high Level A in math state assessments.</p> <p>Teachers will continue to progress monitor students through skill assessments, quizzes, AIMSwebPlus monitoring tools (Tier 1 students monthly, Tier 2 students bi-weekly and Tier 3 students weekly)</p>																														
#100 - 3-8 ELA All Students Core Subject Performance Index	29.7	39.7		Yes	See indicator #33	See indicator #33	<p>NWEA Projected Proficiency</p> <table><tr><th>Grade</th><th>1's</th><th>2's</th><th>3's</th><th>4's</th></tr><tr><td>3</td><td>21</td><td>20</td><td>6</td><td>0</td></tr><tr><td>4</td><td>26</td><td>17</td><td>8</td><td>2</td></tr><tr><td>5</td><td>51</td><td>4</td><td>2</td><td>0</td></tr><tr><td>6</td><td>34</td><td>18</td><td>11</td><td>4</td></tr><tr><td>Total</td><td>132</td><td>59</td><td>27</td><td>6</td></tr></table> <ul style="list-style-type: none">Based on the NWEA Projected Proficiency	Grade	1's	2's	3's	4's	3	21	20	6	0	4	26	17	8	2	5	51	4	2	0	6	34	18	11	4	Total	132	59	27	6
Grade	1's	2's	3's	4's																																	
3	21	20	6	0																																	
4	26	17	8	2																																	
5	51	4	2	0																																	
6	34	18	11	4																																	
Total	132	59	27	6																																	

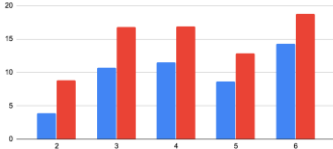


							<p>above, and using 95% of the Projected Accountability Cohort, the school would have a PI of 57.1</p> <ul style="list-style-type: none">• Reader’s and Writer’s Workshop is a school wide focus. Teachers are using Next Generation standards to plan instruction.• We adopted Being a Writer as our school-wide writing curriculum. Teachers are implementing it this year.• Student data is displayed in the teacher resource room for each benchmark. Teachers record AIMSweb and NWEA data for each student.
#110 - 3-8 Math All	14.6	24.6		Yes	See indicator #39	See indicator #39	.NWEA Projected Proficiency

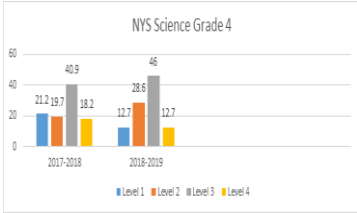


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						<div>the gaps and deficits in student achievements.</div> <div><ul style="list-style-type: none">School 16 has further mapped the span of RIT bands at each grade level in a visible data wall in the grade level meeting room.</div> <div>AIMSweb Data 2019-2020</div> <div><div>Number Sense Fluency (NSF)</div><div><div>Fall 19</div><div>Winter 20</div></div><table><thead><tr><th>Grade</th><th>Fall 19</th><th>Winter 20</th></tr></thead><tbody><tr><td>2</td><td>4</td><td>9</td></tr><tr><td>3</td><td>11</td><td>17</td></tr><tr><td>4</td><td>12</td><td>17</td></tr><tr><td>5</td><td>9</td><td>13</td></tr><tr><td>6</td><td>14</td><td>19</td></tr></tbody></table></div> <div>Grades 2-6 have made significant improvement in NSF from Fall 2019 to Winter 2020. Grade 2 has the highest increase in NSF score with 120% increase, while Grade 3 with 57% increase, Grade with 50% increase, followed by Grade 4 with 47% increase and Grade 6 with 31% increase.</div> <div>Classroom teachers will continue progress monitor students from now until the next benchmark assessment. In order to prepare for upcoming</div>	Grade	Fall 19	Winter 20	2	4	9	3	11	17	4	12	17	5	9	13	6	14	19
Grade	Fall 19	Winter 20																						
2	4	9																						
3	11	17																						
4	12	17																						
5	9	13																						
6	14	19																						



							New York State assessments, grades 3-6 will focus on test genre.
#150 - Grades 4 and 8 Science All Students Core Subject Performance Index	118	128.0		Yes	<p>Strengthening student knowledge of science concepts by using an interdisciplinary teaching approach and continuing to monitor student progress that drives instruction.</p> <p>Workshop, Weekly lesson plans will include consideration of: learning targets, standards, science workshop model (opening/mini-lesson, work period, closing).</p> <p>Teachers will utilize Rochester Initiative Science Education RISE Kits to engage students in specific learning tasks.</p> <p>In small groups, Fourth grade students will be completing hands on activities that utilize the skills tested on the performance tasks included on the NYS exam.</p>	<ul style="list-style-type: none"> ● NWEA Science ● NYS Science practice assessments ● Unit Assessments in Science for all grade levels ● Teacher schedules from each grade level indicate when Science is taught. 	<p>The projected Accountability Cohort is at 57 students as of Feb 10, 2020. To meet progress target all students must score at minimum a level 2 on the NYS Science Exam.</p> <p>NYS Assessment Data 2017 - 2019:</p>  <ul style="list-style-type: none"> ● Level 1 students decreased from 2017-2018 to 2018-2019 by 8.5% ● Level 2 students increased from 2017-2018 to 2018-2019 by 8.9% ● Level 3 students increased from 2017-2018 to 2018-2019 by 5.1% ● Level 4 students decreased 2017-2018 to 2018-2019 by 5.5%



							<ul style="list-style-type: none">● Administrative walk-throughs during science to ensure all grade levels are consistent and following Next Generation Standards.● Designation of a 'Science Room'. A schedule was set up for classes to routinely rotate through stations that parallel the performance part of the science test● Teachers provide regular practice for students on the written part of the science test● Partnership with Xerox where professionals visit 4th grade classes monthly to review certain science concepts with engaging hands-on activities				
#160 - 3-8 Chronic Absenteeism - All Students	36%	32%		No	The Attendance Team consists of the principal, assistant principal, parent liaison, school clerk, 2 school social workers, and a representative from the district's Attendance Department. The	<ul style="list-style-type: none">● SPA attendance data● Chronic Absentee list● Report data from the school - wide attendance initiative activities	<div>February 2020 Chronic Absenteeism Data:</div> <table><tr><th>Frequency of Absences</th><th>Number of Students</th></tr><tr><td>Satisfactory</td><td>138</td></tr></table>	Frequency of Absences	Number of Students	Satisfactory	138
Frequency of Absences	Number of Students										
Satisfactory	138										



					Team meets weekly to discuss and review students that are severe chronic or chronically absent. Home visits and phone calls will be made to support families in improving their child’s attendance. The team will work closely with the district’s Transportation Department to resolve transportation needs and develop/implement school - wide attendance initiatives.		<table><tr><td>Attendance Absence 0-4.99%</td><td></td></tr><tr><td>At Risk Absence 5-9.99%</td><td>119</td></tr><tr><td>Chronic Absence 10%-19.99%</td><td>88</td></tr><tr><td>Severe Absence or Greater 20%</td><td>56</td></tr><tr><td>Absent 100%</td><td>1</td></tr></table> <ul style="list-style-type: none">● Attendance Team meets weekly to discuss and review students that are severe chronic or chronically absent.● At the Attendance Team Meetings, team members review data and create individualized plans for each student/family to support the increase of	Attendance Absence 0-4.99%		At Risk Absence 5-9.99%	119	Chronic Absence 10%-19.99%	88	Severe Absence or Greater 20%	56	Absent 100%	1
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						<p>attendance.</p> <ul style="list-style-type: none">● Develop and provide school - wide attendance incentives such as; movie day. pizza party, ice cream sundae party, extra gym period, student choice day.● Celebrate students with improved attendance, good attendance and outstanding attendance at our quarterly assembly.● Staff, Administration and the parent liaison will conduct home visits and strengthen family outreach practices.● 26 home visits have been made to date● Targeted support such as Home Health Program, transportation support and
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							<p>additional home visits will be given to Chronic Absentee students/families.</p> <ul style="list-style-type: none">Engage families with community supports as indicated in the school wide needs assessment.																														
#180 - 3-8 ELP Success Ratio - All Students	0.6	0.8		No	<p>Strengthening Tier 1 instructional practices in all content areas that ELL students are engaged in. Students will receive RTI services based upon their needs. Students will be progress monitored based upon RTI Tiers that they are in. Students will be engaged in standard based instruction that is engaging. Student needs will be addressed through class differentiated tasks and through the push-in and pull-out support they receive. Student data will be discussed at the 6 week data cycle meetings. See indicator #33 and #39.</p>	<ul style="list-style-type: none">NWEA ELABuilding created Common Formative AssessmentsAIMSwebPlusK - BriganceNYSESLAT dataLeveled Literacy Intervention AssessmentsNYSITELLBeing a Writer Assessments	<p>2018-2019 NYSESLAT Data:</p> <p>All Grades All Tests</p> <table border="1"><thead><tr><th>School Year</th><th>% Emerging</th><th>% Expanding</th><th>% Transitioning</th><th>% Commanding</th></tr></thead><tbody><tr><td>2014-2015</td><td>22%</td><td>22%</td><td>12%</td><td>4%</td></tr><tr><td>2015-2016</td><td>31%</td><td>24%</td><td>18%</td><td>7%</td></tr><tr><td>2016-2017</td><td>35%</td><td>27%</td><td>18%</td><td>8%</td></tr><tr><td>2017-2018</td><td>40%</td><td>28%</td><td>17%</td><td>15%</td></tr><tr><td>2018-2019</td><td>67%</td><td>13%</td><td>7%</td><td>1%</td></tr></tbody></table> <ul style="list-style-type: none">School 16 is consistently increasing in students who are at the expanding level of proficiency.ESOL students receive integrated and stand-alone services based on proficiency level.Students will receive RtI services based on their individual needs. <p>NWEA Winter 2020</p> <ul style="list-style-type: none">40% of ENL students met growth targets	School Year	% Emerging	% Expanding	% Transitioning	% Commanding	2014-2015	22%	22%	12%	4%	2015-2016	31%	24%	18%	7%	2016-2017	35%	27%	18%	8%	2017-2018	40%	28%	17%	15%	2018-2019	67%	13%	7%	1%
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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this 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.
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#2 - Plan for and implement Community School Model	N/A	See the Community School Model Implementation Rubric		Yes	<p>Hire a Community School Site Coordinator</p> <p>Attend RCSD Community Schools Summit</p> <p>Will complete a school community needs assessment</p> <p>Continue outreach with community partners</p> <p>Ensure that all partners have the proper contract/MOA</p> <p>Develop a schedule of events</p>	<ul style="list-style-type: none">• Survey Data• State Rubric for Implementation guidelines and expected outcomes• Site coordinator progress monitoring reports created in partnership with the district team and the school• Needs Assessment Progress	<ul style="list-style-type: none">• Coordinator appointed 1/6/20• Monthly CET meeting(on going)<ul style="list-style-type: none">o Meetings Conducted 10/21,11/18,12/9,1/21)• Community supports such as: -Center For Youth, -Common Ground Health - United Healthcare - Woodward Health Center, -Presbetarian Home -19 Ward Association -Kids Basketball Association -University of Rochester Bio-Medical Engineers Program -PlayWorks -Sherwin - Williams -Shawn Dunwoody -Arnett Library -Food link -YWCA -Quad- A for K <p>Needs assessment</p> <ul style="list-style-type: none">- Surveys reviewed, by CET Team. Completion target for surveys 2/14/20.-Full Needs assessment will be completed by 6/1/20 <p>- Initial Asset Mapping began 2/5/20</p>
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#6 - Family and Community Engagement (DTSDE Tenet 6)	N/A	Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school.		Yes	The school leaders and parent liaison will develop a detailed plan to improve communications between the school and families. This Plan will include parent workshop topics, description of the importance of the PTO, school policies and procedures, description of the value of using RCSD link for families and how to sign on, description of the importance of their representation on SBPT, a list of community agencies and services they provide and a list of in-school academic and social-emotional supports.	<ul style="list-style-type: none"> • Survey Data • PTA Attendance Data • Event Attendance Data • Evidence of communication - for example communication logs/ newsletters • Evidence from the Tenet 6 assessment tool 	<ul style="list-style-type: none"> • 90% of the Tenet 6 Phase 1 indicators are common across the school, more than 50% of Phase 2 indicators are common across the school and 9 Phase 3 indicators are common across the school.
#94 - Providing 200 Hours of Extended Day Learning Time (ELT)	N/A	See the ELT Implementation Rubric.		Yes	Saturday and Recess program opportunities	<ul style="list-style-type: none"> • Enrollment Documentation • Program Attendance 	<ul style="list-style-type: none"> • Opportunities will be provided to all students in grades K - 6 for a 4 day/5 hour Literacy Enrichment • April Break (4 day program 9am - 5pm) planned with partners Quad A. • Tentatively looking to add programming to the district ½ day schedule.



#102 - 3-8 ELA Black Core Subject Performance Index	31	41.0		Yes	See indicator #33	81.3% of the school’s student population is considered “Black or African American”. This is a significant portion of the school’s total student population. See indicator #33	See indicator #33																			
#115 - 3-8 Math ED Core Subject Performance Index	14.2	24.2		Yes	See indicator #39	96.8% of the school’s student population is considered “Economically Disadvantaged”. This is a significant portion of the school’s total student population. See indicator #39	<div>Eligible for Free or Reduced Lunch (based on processed applications)</div> <table><tr><td>Eligible for Free and Reduced Lunch</td><td>346</td><td>85.2%</td></tr><tr><td>Missing/Incomplete Applications</td><td>60</td><td>14.8%</td></tr><tr><td>Grand Total</td><td>406</td><td>100.0%</td></tr></table> <div>Enrollment by Student Classification</div> <table><tr><td>General Education</td><td>333</td></tr><tr><td>Students with Disabilities</td><td>73</td></tr><tr><td>Economically Disadvantaged</td><td>346</td></tr><tr><td>English Language Learners</td><td>12</td></tr><tr><td>Students in Bilingual Programs</td><td>2</td></tr></table> <p>See indicator #39 See indicator #110</p> <ul style="list-style-type: none">● 96.8% of our students are “Economically Disadvantaged”● 60 students are still with missing applications.● We have begun to make phone calls and home visits to families to ensure we support them in completing the applications.	Eligible for Free and Reduced Lunch	346	85.2%	Missing/Incomplete Applications	60	14.8%	Grand Total	406	100.0%	General Education	333	Students with Disabilities	73	Economically Disadvantaged	346	English Language Learners	12	Students in Bilingual Programs	2
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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		
2.	Use of Leveled Literacy Intervention Program		
3.	Use of Math Intervention Program (Do The Math, Skill lessons)		
4.	Restorative Practices Team - student Ambassadors (peer mediators)		
5.	Calm Classroom		
6.	Reader’s, Writer’s and Math Workshop Model		



7.	Use of Being a Writer Program				
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
	<p>The Community Engagement Team consists of school staff, parents and community members/agencies. CET members meet the second Monday of the month. The Community Site Coordinator joined the team on 1/6/20.</p> <p>The school continues to recruit additional parents/families and community partners to participate on the team. We have recently added Center for Youth, Quad - A for Kids and two more parents to represent the team.</p> <p>The team will create a sub committee to work with the Community Site Coordinator to conduct an asset mapping, a needs assessment and to review students absenteeism rates . Based upon the assessment data the team will develop partnerships that will support the needs of our school, families and students.</p> <p>Updates and information will be disseminated by emails, mailings, robo calls and posted on the school’s website/twitter. In July 2019, School Principalship changed from Carla Roberts to Lisa Garrow.</p> <p>At our CET meetings we have discussed the purpose of the meetings, reviewed our school 2019.2020 Continuation Plan, reviewed our indicator status results, discussed our first Quarterly Report, reviewed current data and began to identify the school’s needs/partnership support.</p>



	The team has been reviewing parent, student and staff surveys. Focus groups will be discussed at the 2/10 meeting and surveys will be distributed the week of 2/10/20.				
<u><i>Powers of the Receiver</i></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.



(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)

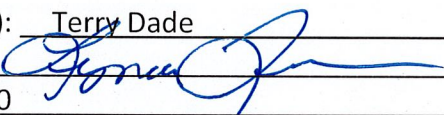
<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these 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.	The school is implementing evidence – based practices as outlined above and is showing improvement as a result.	
2.		



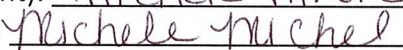
3.		
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Part VIII – Assurance and Attestation

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): michele michel
Signature of CET Representative: 
Date: 02/19/2020