

# Receivership

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## Quarterly Report

*2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
School #45: Mary McLeod Bethune	261600010045	Rochester City School District		SIG 4.2
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Bolgen Vargas Dan Lowengard Linda Cimusz	Rhonda Morien	Dr. Ray Giamartino Michele Alberti Cheryl Wheeler	PK-8	605 as of 12/30/15

### Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

*School #45 is part of the School Improvement Grant (SIG) Cohort 4.2, where the school began its work toward school improvement. It also receives support from the 21<sup>st</sup> CCLC Grant. This report attempts to combine all key strategies together along with what has been accomplished in the first quarter. Key strategies being implemented for SY 15-16 include:*

- 1. Strong first instruction aligned to Common Core Learning Standards (CCLS).*
- 2. Development, implementation, and maintenance of a Community School Model, including a variety of community partners and Improved social/emotional supports for students and their families.*
- 3. Data Driven Instructional planning to identify trends and implement strategies that meet the needs of all students.*
- 4. Continue an expanded instructional day that is aligned to CCLS and provides a menu of options for students to participate in that include a variety of academic support and enrichment opportunities.*

*The school must demonstrate a number of indicators of success. Level 1 Indicators were selected by the State Education Department (SED). They are:*

- 1. Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall.*
- 2. Indicator #5: School Safety- progress will be demonstrated if the school has < 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.*



3. *Indicator #9: 3-8 ELA All Students Level 2 & Above- progress will be demonstrated if the school reaches 40% or has a minimum of a 1% increase in this group's academic performance.*
4. *Indicator #15: 3-8 Math All Students Level 2 & Above- progress will be demonstrated if the school reaches 38% or has a minimum of a 1% increase for all students.*
5. *Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)-progress will be demonstrated by an increase from 49.32 to 50.72 or minimum of a 1% increase for all students.*
6. *Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)- progress will be demonstrated by an increase from 42.67 to 51.17 or minimum of a 1% increase for all students.*
7. *Indicator #85: Grades 4 and 8 Science All Students Level 3 and above- progress will be demonstrated if the school reaches 44% or has a minimum of a 1% increase in this group's academic performance.*

*The school is required to choose 5 Level 2 Indicators. Based on meetings with the SBPT and CET, the following Indicators were chosen.*

1. *Indicator #14: 3-8 ELA ED Students Level 2 & Above- progress is demonstrated if the school reaches 37% or has a minimum of a 1% increase in the groups academic performance.*
2. *Indicator #20: 3-8 Math ED Students Level 2 and Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the groups academic performance.*
3. *Indicator #2: Plan for and implement Community School Model- progress is demonstrated if the school develops an implementation plan with targets; conducts a needs assessment; convenes a community engagement team; designates a Coordinator*
4. *Indicator #6: Family and Community Engagement (DTSDE Tenet 6)- progress targets are being developed.*
5. *Indicator #94: Providing 200 Hours of Extended Day- The school has meet this target. Progress targets are being developed.*

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



## Part I – Demonstrable Improvement Indicators

### LEVEL 1 – Indicators

Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out																																																						
Indicator #1: Priority School make yearly progress		N/A	Make Progress	<p>NWEA Fall testing indicated that grades 2, 3, 4, 5, 6, and 8 met or exceeded mean growth in Reading and grades 2, 4, 5, 6, and 8 met or exceeded mean growth in Math.</p> <p>In a Cohort Analysis of Fall to Winter NWEA growth, the following results were found. (Green indicates increase, red indicates decrease)</p> <p>Math:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr><td>1</td><td>37.5</td><td></td></tr> <tr><td>2</td><td>55.9</td><td>28.4</td></tr> <tr><td>3</td><td>37.1</td><td>26.7</td></tr> <tr><td>4</td><td>43.9</td><td>58.1</td></tr> <tr><td>5</td><td>47.4</td><td>51.9</td></tr> <tr><td>6</td><td>36.4</td><td>51.7</td></tr> <tr><td>7</td><td>46.3</td><td>62.9</td></tr> <tr><td>8</td><td></td><td>60.9</td></tr> </tbody> </table> <p>ELA</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr><td>1</td><td>42.5</td><td></td></tr> <tr><td>2</td><td>61.0</td><td>43.8</td></tr> <tr><td>3</td><td>42.9</td><td>50.8</td></tr> <tr><td>4</td><td>56.1</td><td>56.5</td></tr> <tr><td>5</td><td>70.0</td><td>56.4</td></tr> <tr><td>6</td><td>40.3</td><td>55.2</td></tr> <tr><td>7</td><td>68.8</td><td>46.3</td></tr> <tr><td>8</td><td></td><td>59.5</td></tr> </tbody> </table> <p>Based on analysis of NWEA fall to winter the following has been noted:</p> <ol style="list-style-type: none"> <li>7 &amp; 8 grade students demonstrate significant growth in both ELA and math, and in general most students are on target to meet their projected growth targets.</li> </ol>	Grade	2014-15	2015-16	1	37.5		2	55.9	28.4	3	37.1	26.7	4	43.9	58.1	5	47.4	51.9	6	36.4	51.7	7	46.3	62.9	8		60.9	Grade	2014-15	2015-16	1	42.5		2	61.0	43.8	3	42.9	50.8	4	56.1	56.5	5	70.0	56.4	6	40.3	55.2	7	68.8	46.3	8		59.5
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**Percentage of Projected Growth Met** taken from the Achievement Status and Growth Summary Report **DATED 1/24/16 at 6:40 PM:**

Section:	Reading:	Mathematics:
7-1	181.9%	170.0%
7-2	122.2%	129.7%
7-3	192.0%	192.0%
8-1	62.7%	116.7%
8-2	262.4%	301.0%

Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections. (Green indicates above 100%). This measure can provide a good indicator of group performance.

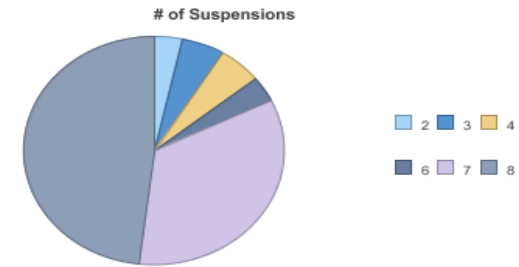
AIMsWeb assessments are being used to progress monitor student academic growth in all grades, K-8. Student profile sheets include all assessments per child in order to determine programming changes, groupings, and in K-6 it informs individual instructional programming (see attached 1). Primary grades also use PSI (Phonics Screener Indicator), PASI (Phonemic Awareness Screener Indicator), DRA (Developmental Reading Assessment), and the QRI (Qualitative Reading Inventory). In Grades 7-8 District formative assessments are used.

Teachers use the data by grade level to look at each group of students and determine next steps for groupings. The school is beginning to internalize the need for a variety of strategies and to determine data impact to instructional planning for groups and individual students.

The school is implementing Data Walls with more fidelity (approx. 65% of teachers are now participating). Walls are used to celebrate growth and ensure that students know where they are and where they need to be. Data binders have been established for 7-8 grade. Students meet weekly on "Data-Binder Tuesdays," to determine what work has been put into the binder and what should be included.



				<p>All students have reviewed their NWEA scores so that they understand the scores, where they are, and where they need to be. All students will set goals for the Spring assessment. The school finds this is self-motivating for students to work towards growth targets.</p> <p>Building leadership met with each student to review progress reports completed every 5-6 weeks to help them set goals for the next cycle. Parents were included in this conversation as they were mailed home. Before the semester is over, leadership will make calls to all students' homes where students are failing 3 or more subjects.</p> <p>Additionally, the school has added 1 section of EPK- 3 year old class as a feeder for the 4-year old PK class.</p>																																																																														
<p>Indicator #5: School Safety</p>		<p>19</p>	<p>&lt; 7 Serious Incidents or a minimum of a 10% reduction in Serious Incidents</p>	<p>Based on the number of incidents and suspensions, the school is on track to meet this target when comparing the number of incidents and suspensions same time last year; 39 incidents compared to 83 and 56 suspensions compared to 65.</p> <p style="text-align: center;"><b>Incidents / Suspensions by Campus</b></p> <table border="1" data-bbox="991 743 1984 1019"> <thead> <tr> <th>School Year Description</th> <th>Incidents</th> <th>Short Term</th> <th>Long Term</th> <th>In School</th> <th>Out of School</th> <th>In Alt. Program</th> <th>Total Suspensions</th> <th>Total # of Days Suspended</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>39</td> <td>49</td> <td>7</td> <td>11</td> <td>41</td> <td>4</td> <td>56</td> <td>297</td> </tr> <tr> <td>2014-2015</td> <td>145</td> <td>159</td> <td>16</td> <td>63</td> <td>102</td> <td>10</td> <td>175</td> <td>909</td> </tr> <tr> <td>2013-2014</td> <td>249</td> <td>279</td> <td>37</td> <td>164</td> <td>117</td> <td>35</td> <td>316</td> <td>0</td> </tr> <tr> <td>2012-2013</td> <td>145</td> <td>163</td> <td>16</td> <td>163</td> <td>0</td> <td>16</td> <td>179</td> <td>0</td> </tr> <tr> <td>2011-2012</td> <td>4</td> <td>0</td> <td>4</td> <td>1</td> <td>0</td> <td>3</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Current Year Suspensions by Current Grade Level</b></p> <table border="1" data-bbox="1003 1089 1971 1344"> <thead> <tr> <th>Current Grade Level</th> <th># of Suspensions</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>3.6%</td> </tr> <tr> <td>3</td> <td>3</td> <td>5.4%</td> </tr> <tr> <td>4</td> <td>3</td> <td>5.4%</td> </tr> <tr> <td>6</td> <td>2</td> <td>3.6%</td> </tr> <tr> <td>7</td> <td>19</td> <td>33.9%</td> </tr> <tr> <td>8</td> <td>27</td> <td>48.2%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>56</b></td> <td><b>100.0%</b></td> </tr> </tbody> </table>	School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended	2015-2016	39	49	7	11	41	4	56	297	2014-2015	145	159	16	63	102	10	175	909	2013-2014	249	279	37	164	117	35	316	0	2012-2013	145	163	16	163	0	16	179	0	2011-2012	4	0	4	1	0	3	4	0	Current Grade Level	# of Suspensions	%	2	2	3.6%	3	3	5.4%	4	3	5.4%	6	2	3.6%	7	19	33.9%	8	27	48.2%	<b>Grand Total</b>	<b>56</b>	<b>100.0%</b>
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**Discipline Events**

Offense	2015-2016		2014-2015		2013-2014		2012-2013		2011-2012	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses
02.2 Other Sexual Offense	1	2.5%	2	1.4%			1	0.7%		
07 Assault - Physical Injury	2	5.0%	3	2.1%	7	2.8%	7	4.9%	2	50.0%
08 Reckless Endangerment	1	2.5%			5	2.0%	2	1.4%		
09 Minor Altercations	19	47.5%	67	46.9%	101	40.9%	75	52.4%	1	25.0%
10 IHMB No Physical Contact	2	5.0%	33	23.1%	20	8.1%	23	16.1%		
12 Criminal Mischief	1	2.5%	2	1.4%	2	0.8%				
13 Larceny or Other Theft	1	2.5%	1	0.7%	2	0.8%				
17.1 Weapons	1	2.5%	1	0.7%	1	0.4%				



Confiscated									
20 Other Disruptive Incidents	11	27.5 %	28	19.6 %	104	42.1 %	31	21.7 %	
Defiance/ Non-compliance	1	2.5%			2	0.8%			
04 Assault - Serious Phys Inj			3	2.1%	1	0.4%			
17.2 Weapons Found - Other			2	1.4%			3	2.1%	
Fighting (NON VADIR)			1	0.7%					
15 False Alarm					1	0.4%			
18 Drugs Use, Possess, Sale					1	0.4%		1	25.0 %
Disruptive					1	0.4%			
Minor, Non-NYS Reportable					1	0.4%			
Skip					1	0.4%			
16 Riot							1	0.7%	
19 Alcohol Use, Possess, Sale							1	0.7%	
<b>Grand Total</b>	<b>40</b>	<b>100.0 %</b>	<b>143</b>	<b>100.0 %</b>	<b>247</b>	<b>100.0 %</b>	<b>143</b>	<b>100.0 %</b>	<b>4</b> <b>100.0 %</b>

The school is reviewing referral data monthly to determine trends and root causes. The chart below indicates a significant reduction in referrals at the 7-8 grade level, an area of focus during this first semester. With grades 7-8 working toward meeting targets based on increased expectations for behavior and rigorous more engaging instruction, the school can now concentrate on grades K-6 more effectively to reduce the number of referrals in







				<ul style="list-style-type: none"> <li>Establishing a group for 8<sup>th</sup> grade girls in partnership with the Boys and Girls Clubs to provide a forum for students to work through social/emotional issues that impact student achievement.</li> <li>Advisory is now in full swing. Classes participate in a 5-day cycle that includes: Peace Circles, Data Binder, Leadership, Reading, Flex-day (any of these topics). The plan is to create a more concrete structure in SY 16-17.</li> <li>ATS is now fully-implemented with a layer of Restorative Practices. The school's SW was trained in this pilot program.</li> <li>The Eagle's Nest has been added, that provides an opportunity to celebrate academic achievement. The program is completely run by the 7-8 grade students as part of the Leader and Me program.</li> <li>The school created a pilot with 7<sup>th</sup> grade Autistic students who lead primary students through art projects and providing support for younger grades, also part of the Leader and Me program.</li> <li>Student Council (grades 7-8) provide services for the school including a food drive for 31 families for the holidays, a Bagel Business, and they are beginning to set up the school store. They will run this.</li> </ul>
<i>Indicator #9: 3-8 ELA All Students Level 2 &amp; Above-</i>		15%	40% or a minimum of a 1% increase	See indicator #1 above
<i>Indicator #15: 3-8 Math All Students Level 2 &amp; Above</i>		15%	38% or a minimum of a 1% increase	See indicator #1 above Ramp Up is being used for 7-8 grade students to support math academic growth. There is an additional staff person in all 7 <sup>th</sup> grade Ramp Up classrooms to provide extra academic support. In grades 3-6 have additional support for small group instruction. A Math and Science Club has been established as an after-school enrichment.
<i>Indicator #33: 3-8 ELA All Students (MGP)</i>		49.32	50.72 or a minimum of a 1% increase	See indicator #1 above
<i>Indicator #39: 3-8 Math All Students(MGP)</i>		42.67	51.17 or a minimum of a 1% increase	See indicator #1 and #15 above
<i>Indicator #85: Grades 4 and 8 Science All Students Level 3 and above</i>		23%	44% or a minimum of a 1% increase	<i>The school has established an Afterschool STEM Club for grades 4-7 to reinforce STEM concepts and provide enrichment. A Robotics Strand, grades K-7 has been established to support science instruction and concepts across the grade levels.</i>



**LEVEL 2 Indicators**

Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
<p><i>Indicator #2: Plan for and implement Community School Model</i></p>		N/A	<p>Develop implementation plan with targets;                      conduct needs assessment;                      convene community engagement team;                      designation of Coordinator</p>	<p>Boys and Girls Clubs support 7-8 grade SEL, plays for students, Genius Hour is a project-based learning time for 45 minutes each day. Groups have been established for Boys and Girls to support SEL. They also support activities in the Reconnect Room</p> <p>CFY- Peace Circles are being provided as needed that include students and support for parents. They also support the Reconnect Room.</p> <p>Free Fridays have been established to provide enrichment activities for students by class who can benefit from positive reinforcement of expected behaviors.</p> <p>Partnerships have been established that include:</p> <ol style="list-style-type: none"> <li>1. Memorial ArtGallery- 1<sup>st</sup> grade students receive art lessons at the local museum</li> <li>2. Faith-based social/emotional grouping as an after-school offering, supported by local churches</li> <li>3. SUNY GENSEO- is going to pilot Cyber Tutoring with the school, planned to being in March</li> <li>4. MCC- will provide advisory for 7-8 students to support college and career ready goals</li> <li>5. Youth and Family Conference- in coordination with Boys and Girls Clubs to provide workshops and activities for parents and students, open to all city students.</li> <li>6. The school will host a Partnership Conference to provide training to school staff and partners.</li> <li>7. Music Workshop- is being provided Saturday mornings by a District Music Teacher. An ELA component will be added for 7-8 grade students.</li> </ol> <p>The school works with a 21<sup>st</sup> CCLC monitor and will align 21<sup>st</sup> CCLC requirements with the Community School Rubric once available.</p>



Indicator #6: Family and Community Engagement (DTSDE Tenet 6)-		Ineffective	Developing Rating	The school has developed a family/community binder in order to better document family and community engagement. Within the binder are examples of: Monthly professional development for parents. Bingo for Books Night Robo Call log to log types of communication to families Additionally, the school has posted outside the main office, the main hallway How many kids late, picked up early, and how many absent so parents are aware of these numbers. With attendance data- letters from District not forthcoming the school created its own letter to parents about attendance and its importance (see attached 4).	
Indicator #14: 3-8 ELA ED Students Level 2 & Above		14%	37% or a minimum of a 1% increase	See indicator #1 above	
Indicator #20: 3-8 Math ED Students Level 2 and Above		14%	35% or a minimum of a 1% increase	See indicator #1 and #15 above	
Indicator #94: Providing 200 Hours of Extended Day		N/A	Provide 200 Hours of ELT	Change from a 6.5 hour school day to an 8 hour school day provides 300+ hours of Extended Day time, when combined with summer learning and recess camps. ELT catalog (Heather)	
<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 – Key Strategies

<b>Key Strategies</b> As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Development, implementation and maintenance of a Community School Model.	School #45 works in partnership with a variety of community agencies to provide services for students and their families. Aligned with Tenets 2, 5, and 6, the goal is to create a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic



<p><b>2015-16 Action Items:</b> <i>Develop ten year vision for community school enhancements</i></p> <ul style="list-style-type: none"> <li>• <i>Form a Community School Advisory Board (DTSDE 2.2, 6.2)</i></li> <li>• <i>Create a Community School Guidance Manual (DTSDE 2.2, 6.3)</i></li> <li>• <i>The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning through profile sheets.</i></li> <li>• <i>The school community partners with families and community agencies to develop a parent/family development plan and to provide training across all areas (academic and social and emotional developmental health) to support student success.</i></li> <li>• <i>The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</i></li> <li>• <i>Families who get kids to school on time and daily will be recognized</i></li> <li>• <i>A parent Handbook will be developed</i></li> <li>• <i>A family supports catalog will be developed</i></li> <li>• <i>Weekly robo calls will be completed</i></li> <li>• <i>We will host an “Invite Your Parents to School Day.” Parents, students, and staff will participate in ELA and Math Activities, Science Experiments, and Enrichment Opportunities that can include physical activities (hula-hoop competition), and social/emotional activities to provide restorative practices information to parents that can be used at home or school.</i></li> <li>• <i>Parents will have representation on the SCET to provide a mechanism for valuable parent feedback and input regarding decisions made that affects all stakeholders.</i></li> <li>• <i>The Smile Mobile will provide on-site dental care to students.</i></li> <li>• <i>A partnership with local churches will provide opportunities for community engagement through basketball, and community</i></li> </ul>		<p><i>progress and social-emotional growth and well-being. Based on work begun through the Community Engagement Team (CET) and the school’s leadership team. The school has developed a working document that merges all aspects of planning and implementation of program. This provides a Committee Structure that enables more targeted effort toward improvement, divides the work by strand, and aligns the work to the SCEP Tenets, the ELT 7 Essentials, recommendations from the DTSDE Review (March 2015), the NYS-approved SIG Continuation Plan, and the SCET recommendations from the Public Hearing (August 2015). It is a work in progress and will become the roadmap for school improvement.</i></p> <p><b>Accomplished this Quarter:</b></p> <ul style="list-style-type: none"> <li>• <i>School community Engagement Team Formed to meet monthly</i></li> <li>• <i>Development of committees to work on all aspects of school life including Leadership, Content &amp; Pedagogy, Data, Social Emotional Support, FACE Student and Staff Culture &amp; Climate, FACE Family and community, and Expanded Learning Time</i></li> <li>• <i>Presentation to school community on Receivership</i></li> <li>• <i>Boys and Girls Clubs partnership established- ELT Enrichment, social/emotional support for girls</i></li> <li>• <i>Center for Youth established - Social/Emotional Support: ATS and Crisis Intervention/Prevention, reconnect/ATS</i></li> <li>• <i>Partners in Restorative Initiatives (PIRI): Restorative Practices</i></li> <li>• <i>NCTL-supported framework for school improvement</i></li> <li>• <i>Respect Institute to support restorative practices</i></li> <li>• <i>Synergy- to support 21<sup>st</sup> CCLC implementation</i></li> <li>• <i>Breath of Life Seventh Day Adventist Church- to support resources for students and volunteers</i></li> <li>• <i>Parental survey completed</i></li> <li>• <i>SBPT and SCET team parents elected</i></li> <li>• <i>PTO Formed</i></li> </ul>
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	<p><i>breakfasts that include academic, social/emotional, and physical activity opportunities.</i></p> <ul style="list-style-type: none"> <li>• A parent education plan will be developed that aligns to the requirements of 21<sup>st</sup> CCLC and incorporates needed education opportunities for parents based on a survey that is aligned with the staff professional learning topics. This includes the feedback of the SCET to include information for strategies to address bullying.</li> <li>• The Parent Liaison will be placed in the front foyer every morning to greet parents as they arrive and be available to identify needs of families and offer suggestions/resources available to meet those needs.</li> <li>• <b>21<sup>st</sup> Century</b></li> <li>• 25% of families will participate in workshop offerings or classes.</li> <li>• 90% of individuals who participate in workshops or classes will report benefitting from attending.</li> <li>• Advisory board/SCET meetings will be held monthly and involve a variety of stakeholders.</li> </ul> <p>75% of SCET members will attend meetings regularly and actively contribute to the design of the program.</p>		<ul style="list-style-type: none"> <li>• Weekly Robo Calls for parents</li> <li>• Parental professional Development workshops established</li> <li>• Facebook page established</li> <li>• Twitter Account Established</li> <li>• Open House Ice Cream Social</li> <li>• Night Time Book fair</li> <li>• Haunted Hallways Evening event</li> <li>• Jewish Literacy federation Volunteers</li> <li>• MCC Workforce Volunteers</li> <li>• Breath of Life Church Volunteers</li> <li>• Xerox Partnership</li> </ul> <p><b>Accomplished Quarter 2:</b></p> <ul style="list-style-type: none"> <li>• <b>African Dance Recital</b></li> <li>• <b>November, December and January Parent Meetings</b></li> <li>• <b>Winter Band Concert</b></li> <li>• <b>Winter Chorus Concert</b></li> <li>• <b>Friendship Children center Concert</b></li> <li>• <b>Girls Basketball for middle schoolers</b></li> <li>• <b>Bingo for Books for families-Free Book Give Away</b></li> </ul>
2.	<p><i>Development, implementation, evaluation/review of a strong core instructional program</i></p> <p><b>2015-16 Action Items:</b></p> <ul style="list-style-type: none"> <li>• Instructional priorities are identified and school and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. For example, one classroom has set the following goals for this quarter:</li> </ul>		<p><i>A strong core instructional program is a key component to a Community School model according to the National Center for Community Schools (2013). Curriculum, instructional strategies, and professional learning are important foundational pieces that support that component. The school has been working to define instructional priorities and will focus on those in the 2<sup>nd</sup> quarter.</i></p> <p><b>Accomplished this Quarter:</b></p> <ul style="list-style-type: none"> <li>• Instructional Priorities Identified</li> <li>• Professional Development on Total Participation Given</li> </ul>



<ul style="list-style-type: none"> <li>• 1.Strategic guided reading lessons/direct instruction in phonics to develop decoding and comprehension skills. Evidence: Increase in DRA scores.</li> <li>• 2.Contact with families at least once a month-notes home, phone calls, home visits.</li> <li>• Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students through small group instruction.</li> <li>• Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students through intervention, prevention and acceleration</li> <li>• Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring) and total participation techniques.</li> <li>• The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</li> <li>• Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</li> <li>• The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</li> <li>• Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher reflection sheets have been developed</li> <li>• Researched based reading interventions and assessments established for K-6</li> <li>• Genius Hour/ Project based Learning Established for 7-8</li> <li>• Differentiated Supports Block for prevention, intervention and enrichment for all students established</li> <li>• Guided reading K-6 reestablished</li> <li>• SMART goals established for each teacher</li> <li>• PLC framework established and weekly meetings occurring</li> <li>• An assessment team established</li> <li>• Assessment Calendar for the year completed</li> <li>• Phonics Screeners and sight word assessments administered in grades K-3</li> <li>• Observation Schedule established with focused grade levels</li> <li>• Administrative calibration walks establish monthly for walk-throughs</li> <li>• Teacher walk-throughs completed for lesson planning and student engagement</li> </ul> <p>Partnership with the Memorial Art Gallery that provides 10 sessions of drawing, painting, and sculpting lessons for all first graders</p> <p><b>Accomplished Quarter 2:</b></p> <ul style="list-style-type: none"> <li>• All teachers trained on using the NWEA learning continuum to plan differentiated lessons in ELA and Math</li> <li>• One on one professional development offered to all staff in the areas of:</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phonemic awareness</li> <li><input type="checkbox"/> The phonics continuum</li> <li><input type="checkbox"/> How to use the Phonics Screener</li> <li><input type="checkbox"/> Tiered vocabulary Instruction</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>SIG Continuation Plan</b></li> <li>● Curriculum, instructional strategies, and professional learning are important interwoven foundational pieces</li> <li>● CCLS Curriculum Units and Modules are implemented and/or standards based instruction is used</li> <li>● Ramp Up and On Ramp is used in grades 7-8</li> <li>● Algebra 1 is rolled out (1 section of 8th grade students)</li> <li>● Advisory is rolled out 7-8 grades only</li> <li>● Blended Learning using a variety of on-line resources that can include, but are not limited to I Ready, Lexia, and Compass Learning to engage students</li> <li>● Rigor is defined with teachers and teachers are shown how to design curriculum that is engaging and provides the appropriate amount of “struggle” for students to reach next levels.</li> <li>● Science curriculum is being reviewed with a newly designated Science Liaison to BOCES. Staff is working to design curriculum and assessments that align with Next Generation Science Standards and includes hands-on, performance-based activities and field experiences including labs on such topics as Robotics and Weather Cycles. Additional science electives are being offered during ELT to increase student understanding of science topics in an engaging enrichment environment</li> <li>● Professional development is embedded during the day through PLCs at each grade level. In SY 14-15, the school developed a monthly PD plan for PLC meetings and is in the process of conducting a needs assessment in order to do the same for SY 15-16. Key areas of focus for SY 15-16 will be:             <ul style="list-style-type: none"> <li>➤ Good/Strong First Instruction</li> <li>➤ Deeper Data Analysis and Impact to Instructional Planning—group and individual</li> <li>➤ Engagement PD</li> <li>➤ Higher Level Student-Centered Learning</li> <li>➤ Tiered Intervention—group and individual</li> <li>➤ Restorative Practices/School Climate/ Classroom Management</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>☐ <b>Using the NWEA continuum to plan guided reading Repeated rereading protocols Rethinking our daily schedule to better meet the needs of the children Fluency instruction</b></li> <li>● <b>PLC Action Plans established (see attached 5)</b></li> <li>● <b>2 all day Grade Level Curriculum planning sessions for every grade level</b></li> <li>● <b>TPT professional development</b></li> <li>● <b>Apple TV in Pilot classrooms</b></li> <li>● <b>Mid-year data Review Sessions for all teachers</b></li> <li>● <b>Mid- year data review in relation to IEP goals with all service providers.</b></li> <li>● <b>½ Day release with focus on the Leader in Me habits and Autism Behaviors for our teacher assistance and para professionals</b></li> <li>● <b>Google classroom in grades -8</b></li> <li>● <b>Genius Hour for all sixth graders added</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• Staff will participate in 6 ½ day releases for specific professional learning foci.</li> <li>• In SY 15-16 the Autism Team teachers will participate in vertical teams, at least bi-weekly, with plans to meet daily.</li> <li>• A structure for Peer Observations will be developed so that job embedded support and professional development can occur around focused school needs (i.e. learning targets, classroom environment, etc.)</li> <li>• The 2015-2016 school year will encourage the identification of specific classrooms to implement a Blended Learning format; incorporating purposeful, data-informed technology instruction as part of a student’s learning plan. This format will permit more strategically focused differentiation for all students.</li> <li>• <b>21<sup>st</sup> Century</b></li> </ul> <p>There will be a 10-day summer learning program offered).</p>		
3.	<p>Delivery of targeted academic support and engaging enrichments aligned with student need and interest that provides a menu of options for students.</p> <p><b>2015-16 Action Items:</b></p> <ul style="list-style-type: none"> <li>• Provide 200 Hours of Extended Day</li> <li>• Continue to provide at least an additional 300 hours of time annually for students to participate in differentiated supports. These include academic and enrichment opportunities. Students are placed in academic intervention based on need, as determined by benchmark testing including NWEA and AIMSWeb. Additionally, students are assessed using mid-module assessments to determine overall progress toward goals.</li> <li>• Tier II and/or Tier III intervention programs will continue with the addition of I Ready, an on-line tool for ELA and/or math advancement.</li> </ul>		<p>The school has re-vamped its RtI protocols to better align interventions to student need. 300+ hours of Extended Learning Time (ELT) for differentiated supports has been embedded within the school’s master schedule. Other accomplishments based on the action items list to the left include:</p> <p><b>Accomplished this Quarter:</b></p> <ul style="list-style-type: none"> <li>• ELT electives aligned to Mind/Body/Soul strands</li> <li>• Mindstorm robotics added</li> <li>• Autism Students able to select electives in other rooms</li> <li>• Course Catalog established</li> <li>• Student surveys administered to help select electives of interest</li> <li>• Writing Block Added K-6</li> <li>• Lucy Calkins Professional learning Community established</li> <li>• 5 week progress reports sent home to every 7<sup>th</sup> and 8<sup>th</sup> grade student</li> <li>• Individual meetings with admin team for every failing child in 7<sup>th</sup> and 8<sup>th</sup></li> <li>• Genius hour added at all 7<sup>th</sup> and 8<sup>th</sup> grade for enrichment</li> </ul>





<ul style="list-style-type: none"> <li>• <i>Advisory will be added as an enrichment period to the 7-8th grade schedule in order to provide a 1:1 relationship between staff and students and ensure that each child has an identified adult to whom they can go for support.</i></li> <li>• <i>Genius Hour will be added as an enrichment period to the 7-8th grade schedule in order to provide an opportunity for students to pursue their passion in a project based manner</i></li> <li>• <i>Other options for ELT will include many of the opportunities available in SY 14-15: School #45 Publishing Company, Healthy Habits and Choices, Reader’s Theater, Science Wizards, Cardio Blast, Public Speaking, Read/Write/Record, Culinary/Positive Peers, Passport to Manhood/Triple Play Fitness, Smart Girls/Step &amp; Fitness, Computer Technology, Digital Photography, Art through Drawing, Movie Art, and Instrumental Music as examples, with a stronger alignment to academic outcomes as well as inquiry-based, project-based learning.</i></li> <li>• <i>Electives will be better balanced with mind, body, and soul strands</i></li> <li>• <i>Provide an Instructional Focus: Strategically use ELT and DDI and other strategies to support strong first instruction and expanded to support instructional practice shifts as required based on analysis of student data.</i></li> <li>• <i>Transition to a Community School Model- This model will provide an integrated on-site/off-site menu of comprehensive services to meet the wide array of needs of students and their families.</i></li> <li>• <i>Develop a course catalog</i></li> <li>• <i>Plan the 2016-2017 Schedule By February 2016</i></li> <li>• <i>Establish Instructional Objectives for each course connected to NYS Standards</i></li> <li>• <i>Establish a system for presenting course objectives at the end of each semester through an Eagle’s Nest Morning meeting structure</i></li> </ul>		<p><b><i>Accomplished Quarter 2:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Working Greenhouse Established</i></b></li> <li>• <b><i>Gardening Program Established</i></b></li> <li>• <b><i>Art in Leadership Program for 5<sup>th</sup> Grade</i></b></li> <li>• <b><i>2<sup>nd</sup> Grade robotics</i></b></li> <li>• <b><i>Literary Magazine in grades 2 and 4</i></b></li> <li>• <b><i>Small group tech intervention in 7<sup>th</sup> Grade</i></b></li> <li>• <b><i>Proactive class mission statement program at the Eagle’s Nest</i></b></li> <li>• <b><i>Leadership drumming at the Eagle’s Nest</i></b></li> <li>• <b><i>Enrichment winter catalog created</i></b></li> <li>• <b><i>Student choice for enrichment added in grades 2 and 4</i></b></li> <li>• <b><i>Leader in Me Mural design created</i></b></li> <li>• <b><i>Intervention groups reconfigured based on midyear data review</i></b></li> <li>• <b><i>New data protocol established</i></b></li> </ul>
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	<p><b>21<sup>st</sup> Century</b></p> <ul style="list-style-type: none"> <li>• 100% of students will be scheduled for at least 120 minutes weekly of academic intervention or acceleration.</li> <li>• 100% of students with at least 120 minutes weekly of enrichment based on student interest and choice.</li> </ul> <p>100% of students will have choice in selecting enrichment activities.</p>		
4.	<p>Improved social/emotional supports for students and their families to ensure progress toward healthier choices create a positive environment for learning.</p> <p><b>2015-16 Action Items:</b></p> <ul style="list-style-type: none"> <li>• Monitor and support school wide social/emotional plan to promote a healthy school environment for families, teachers and students</li> <li>• Monitor and support a plan to keep the school safe organizing an ATS/Reconnect room that collects data on the instruction taught, suspensions, and supports offered</li> <li>• Provide data to the data team to monitor social/emotional supports. Use this data to guide supports</li> <li>• Establish mentoring program</li> <li>• Establish Student Council Leadership Team</li> <li>• Establish a Safeties program</li> <li>• Implement a School Community Engagement Team that includes the following partners:                     <ul style="list-style-type: none"> <li>• Boys and Girls Clubs- ELT Enrichment</li> <li>• Center for Youth- Social/Emotional Support: ATS and Crisis Intervention</li> <li>• Partners in Restorative Initiatives (PIRI): Restorative Practices</li> <li>• NCTL-supported framework for school improvement</li> <li>• Respect Institute</li> <li>• Synergy- to support 21<sup>st</sup> CCLC implementation</li> <li>• Breath of Life Seventh Day Adventist Church</li> </ul> </li> </ul>		<p>The school community has made significant progress in this area. Staff, students, and parents identify, promote, and support social and emotional development through a system of experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</p> <p><b>Accomplished this Quarter:</b></p> <ul style="list-style-type: none"> <li>• Developed matrices for behavioral expectation in all areas of the school community</li> <li>• Mentoring program for At Promise Students In 7-8 by adults in building</li> <li>• Mentoring program for At Promise Students In K-6 by 7/8 grade mentor students in building</li> <li>• Student Council Leadership Team Established</li> <li>• Implemented a School Community Engagement Team that includes the following partners:                     <ul style="list-style-type: none"> <li>➤ Boys and Girls Clubs- ELT Enrichment</li> <li>➤ Center for Youth- Social/Emotional Support: ATS and Crisis Intervention</li> <li>➤ Partners in Restorative Initiatives (PIRI): Restorative Practices</li> <li>➤ NCTL-supported framework for school improvement</li> <li>➤ Respect Institute</li> <li>➤ Synergy- to support 21<sup>st</sup> CCLC implementation</li> <li>➤ Breath of Life Seventh Day Adventist Church</li> </ul> </li> <li>• Developed plan for ATS/Reconnect that Includes addition al CFY and Boys and Girls Club Services and restorative practice</li> <li>• Established electronic referral system to better track student needs and behaviors</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>Smile Mobile</i></li> <li>• <i>Increases sports opportunities for 7-8 grade students</i></li> <li>• <i>75% of students participating in child and family therapy will show growth in positive social-emotional behaviors.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Developed student led incentives for students with behavioral needs, the first one was a 3on3 basketball tournament</i></li> <li>• <i>Developed a responsive girls group to meet the 7<sup>th</sup> and 8<sup>th</sup> grade needs.</i></li> <li>• <i>Created a BOTEN group for boys with behavioral and academic challenges</i></li> <li>• <i>Developed an after school program with a focus in STEM and emotional needs</i></li> </ul> <p><b>Accomplished Quarter 2::</b></p> <ul style="list-style-type: none"> <li>• <b><i>Glasses partnership with Optical program for students who need glasses</i></b></li> <li>• <b><i>Leadership food drive</i></b></li> <li>• <b><i>Leadership turkey give away</i></b></li> <li>• <b><i>Show Choir</i></b></li> <li>• <b><i>Nursing Home Concerts</i></b></li> <li>• <b><i>Eastview concerts</i></b></li> <li>• <b><i>WDKX most improved attendance recognition ceremony</i></b></li> <li>• <b><i>Tier three Action Plan Established</i></b></li> <li>• <b><i>MIB character development Drama across multiple</i></b></li> <li>• <b><i>Library leaders</i></b></li> <li>• <b><i>Coffee cart business Leadership group</i></b></li> <li>• <b><i>Leader's pledge Established</i></b></li> <li>• <b><i>Foodlink- to support families</i></b></li> <li>• <b><i>Spirit Day</i></b></li> <li>• <b><i>Academic recognition awards</i></b></li> </ul>		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
	<p><i>The Community Engagement Team (CET) is scheduled to meet monthly.</i></p> <ul style="list-style-type: none"> <li>• <i>Rhonda Morien (Principal)</i></li> <li>• <i>Steve Humphrey (Assistant Principal)</i></li> <li>• <i>Patricia Brockler (Assistant Principal)</i></li> <li>• <i>Shamikia Clements (Parent)</i></li> <li>• <i>Porche Powell (Parent)</i></li> <li>• <i>Patty Engert (Parent Liaison)</i></li> <li>• <i>David Mendez (Student)</i></li> <li>• <i>Paul Clarke (Center for Youth)</i></li> <li>• <i>Dwayne Mahoney (Boys and Girls Club)</i></li> <li>• <i>Pastor Willie Wright Jr. Community Partner</i></li> <li>• <i>Jennifer Wolford (RTA Teacher)</i></li> <li>• <i>Chris Clements (RTA Teacher)</i></li> <li>• <i>Virginia Gordon (RTA Teacher)</i></li> <li>• <i>Michael Boehm (RTA Teacher)</i></li> <li>• <i>Taylor Harding (RTA Teacher)</i></li> <li>• <i>Heather Belanger (RTA Teacher)</i></li> </ul> <p><b>Quarter 2: The SCET continues to meet monthly (see attached 6). They get Receivership updates from the Principal through presentation and discussion.</b></p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li><b>1. Review of Public Hearing Feedback to address and decide implemented, not, or just tweaked.</b></li> <li><b>2. Monitor Metrics, continued review, monitoring and oversight for implementation of the Receivership Plan</b></li> <li><b>3. Complete the quarterly reports.</b></li> </ol> <p><b>Outcomes:</b></p>



1. *Increased student academic achievement and social/emotional health and increased resources for families to access.*
2. *All stakeholders involved in decision making*
3. *Dissemination of information/Recommendations: The SCET will make public its recommendations that are submitted as an addendum to the SCEP, SIG or SIF by posting on the district website, sharing in Superintendent Receivership meetings, being posted in the school main office and parent meeting space and in a central location available to the public at Central Office.*

*Feedback opportunities: Multiple opportunities exist for feedback from all stakeholders. Initial solicitation of input occurred at the Public Hearing-Summer 2015. The school advertises for feedback regularly. As an example, a large poster in the hallway outside the main office encourages parents to participate in the current Parent Survey. Stakeholders also have an opportunity to provide feedback as constituents of SCET members. All work of the team is posted on the district website to ensure that anyone not able to attend meeting is kept up-to-date on the work of the team.*

*Evidence/Outcomes:*

*Accomplished Quarter 2: Updates on the 21<sup>st</sup> CCLC Logic Model*

*Next steps include:*

- *Recently had data meetings, setting goals for kids to be set by Jan.*
- *Group work will begin after thanksgiving break into January*
- *Looking at grade levels who do not have choice in enrichment. Looking at timeline, if there will be 1 choice from now to June or 2.*
- *Social supports: Made a protocol for peace circles in the classrooms throughout the day. Jason Kajet will be the case manager, Brookes and Dobson will be circle leaders. Jason will go into the referral system and target reoccurring behaviors or not. He will also get other staff involved to help with peace circles. He would be liaison to bring in outside people like teachers and family members. Jason will also be able to follow up all peace circles with support or resources. David Mendez spoke on how the peace circle worked, the process, that he liked it, and that it was successful.*
- *Additional programming: After school program is up and going from 3:30 – 5:30; math on Monday, Tuesdays science. Dinner will start to be provided, for now just snack. Sessions run November 9<sup>th</sup> – March 22<sup>nd</sup>, 30 sessions with 35-40 kids. Dearing, Cuby, and Blackman sent out fliers and requested students they thought that would be a good fit in the program.*
- *Adult services: need new ways to solicit parent involvement, invitations passed out*
- *Saturday school will start in January. Right now Boehm has Saturday band, 10 – 15 students – 4 sessions. January – May they will have 8 sessions from 8:30 – 11:30. ELA teacher in 7/8 grade wants to start a play in January.*

**Powers of the Receiver- no significant changes since quarter 1 reporting**



Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
	<p>A system was developed and implemented at the district level to expedite actions regarding staffing, placement and programmatic decisions. Each Receivership school presented the needs of their school based on their school’s improvement plan to a team comprised of district level administrators in early to mid-August. The charge of the administrators was to expedite decision making and actions to ensure that all needs were immediately resolved. Additionally, steps were taken to ensure that the financial and staffing timelines were reduced significantly within the Receivership schools. Weekly status meetings between Human Capital Initiatives and the Office of School Innovation occurred to ensure that staffing vacancies were filled, that any changes in staffing at Receivership schools were reviewed and approved and assurances were made that the Receivership schools had top priority in choosing the best candidates whenever possible. Specific actions taken to support #45 School are listed below:</p> <p><i>Staffing- In Receivership, the school has received the following additional support: new leadership has had the flexibility to hire teachers, particularly being able to pull HW staff from other buildings. Re-allocation of resources permitted the addition of a 1.0 SSO who will be tasked to work directly with 7-8<sup>th</sup> grade students. Additional Home School Assistant support has been provided to work specifically 7-8 grade boys and their families. The District recalled the 1.0 Reading Teacher and provided a 1.0 TOA to provide additional targeted intervention outside the regular District protocol for the use of a TOA. Additionally, and An Expanded Learning Resource Coordinator was provided.</i></p> <p><i>Central Office Support:</i></p> <ol style="list-style-type: none"> <li>1. <i>Chief of School Transformation- Support includes site visits. Additional accessibility and support are via email, and phone conversations to provide resources, collegial conversation, and troubleshooting.</i></li> <li>2. <i>Human Capital Initiatives- support for filling vacancies as a priority with qualified staff.</i></li> <li>3. <i>OSI- Ambassador: providing technical assistance with ELT/Title I budgeting, ELT implementation, and support for development and continued work of the CET</i></li> <li>4. <i>AmeriCorps: 2 AmeriCorps support implementation of ELT and provide additional classroom supports and mentoring where needed.</i></li> <li>5. <i>Office of Professional Learning/Teaching and Learning- providing instructional coaches to support embedded professional development, data analysis, instructional planning, and classroom modeling</i></li> <li>6. <i>Office of Parent Engagement- Support through Title I Parent Involvement planning</i></li> </ol> <p><i>Evidence/Outcomes:</i>  <i>Evidence/Outcomes: School #45 has been successful implementing an embedded Expanded Learning Model as demonstrated by feedback of the participants; students, staff, and community partners. Adjustments are made as needed by quarter based on a continuous cycle of improvement that includes planning, implementation, review (data), and identification of midcourse corrections. At the present time, no adjustments are required. Review of data in the next quarter will identify any needed changes to the intervention plan.</i></p> <p><b>Quarter 2:</b></p>



	<p><b>In this Quarter the Receiver has not exercised specific Receivership powers. The school has been functioning under the approved Receivership plan. Under Receivership, the district did front some funds for some of the service provision included in the SIG proposal, and in the beginning of the year, did invest in an Expanded Learning Resource Coordinator. While these are not receivership powers per se, they were prioritized actions based on the status.</b></p>		
<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 – Best Practices (Optional)- The school has chosen not to report on these during this quarter.**

<p><b><u>Best Practices</u></b>                      The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



**Part V – Attestation**

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): LINDA L. CIMUSZ

Signature of Receiver: Linda L. Cimusz

Date: 2-19-16