

# 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 #9: Dr. Martin Luther King Jr.	261600010009	Rochester City School District		SCEP
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Bolgen Vargas Daniel Lowengard Linda Cimusz	Sharon Jackson	Dr. Ray Giamartino Michele Alberti Cheryl Wheeler	K-8	712 as of 1/30/16

### 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 #9 was part of School Innovation Fund (SIF) Cohort 2. It was here that the school began its school improvement plan that has been implemented with some successes.

Key strategies that are being implemented for SY 15-16 include:

1. Parent/Community School Model-
2. Differentiated Programs for Diverse Learners-
3. Continue implementing and improving an Expanded Learning Time (ELT) model-
4. Support staff development by creating a culture that values and supports learning.

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 3% increase in this groups 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 3% increase in this groups academic performance.
5. Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)- progress will be demonstrated by moving from 48.68 to 50.72 or a minimum of a 1% increase.
6. #39: 3-8 Math All Students Mean Growth Percentile (MGP)- )- progress will be demonstrated by moving from 48.76 to 51.17 or a minimum of a 1% increase.

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

1. Indicator #18: 3-8 Math Hispanic Students Level 2 and 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 #41: 3-8 Math Black Students Mean Growth Percentile (MGP) - progress is demonstrated if the school moves from 47.84 to 48.96 or has a minimum of a 1% increase.
4. Indicator #94: Providing 200 Hours of Extended Day- The school has meet this target. More information is expected from SED in the future.
5. Indicator #2: Community School Model - This target has not been set by SED yet. The school has continued to build on the Community School Model started under SIF.

The community and all stakeholders are engaged in the planning and review process of plan implementation through the Community Engagement Team (CET) and the School Based Planning Team (SBPT).

**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

<b>LEVEL 1 – Indicators</b>																																														
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																																										
#1: Priority School make yearly progress		N/A	Make Progress	<p>NWEA Winter 2016 demonstrates that grades 3, 4, 5, and 6 meet or exceed mean growth in Reading and grades 1-6 meet or exceed mean growth in Math.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p><b>Reading</b></p> <table border="1"> <caption>Reading Data</caption> <thead> <tr> <th>Grade</th> <th>Mean of Growth</th> <th>Mean of Growth Projection</th> </tr> </thead> <tbody> <tr><td>1</td><td>10</td><td>11</td></tr> <tr><td>2</td><td>9</td><td>10</td></tr> <tr><td>3</td><td>9</td><td>9</td></tr> <tr><td>4</td><td>9</td><td>6</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>4</td><td>4</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Mathematics</b></p> <table border="1"> <caption>Mathematics Data</caption> <thead> <tr> <th>Grade</th> <th>Mean of Growth</th> <th>Mean of Growth Projection</th> </tr> </thead> <tbody> <tr><td>1</td><td>12</td><td>12</td></tr> <tr><td>2</td><td>12</td><td>10</td></tr> <tr><td>3</td><td>9</td><td>8</td></tr> <tr><td>4</td><td>7</td><td>6</td></tr> <tr><td>5</td><td>6</td><td>5</td></tr> <tr><td>6</td><td>5</td><td>4</td></tr> </tbody> </table> </div> </div> <p>Teachers have participated in professional learning to look at data and form groups based on students’ needs. The school uses NWEA data to plan differentiated instruction by group and individually (see attached 1).</p>	Grade	Mean of Growth	Mean of Growth Projection	1	10	11	2	9	10	3	9	9	4	9	6	5	5	5	6	4	4	Grade	Mean of Growth	Mean of Growth Projection	1	12	12	2	12	10	3	9	8	4	7	6	5	6	5	6	5	4
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				<p>Teachers use Fountas and Pinnell (BAS) results for progress monitoring of reading levels by classroom, informing grouping, and differentiation quarterly in grades K-6. (see attached 1a).</p> <p>Additionally, the school uses school-wide writing prompts three times per year to determine student growth in specific areas by grade level and individual student, aligned to CCLSS. Scores are aligned to the NYS rubric and translate to levels as seen below (see attached).</p> <table border="1" data-bbox="1184 443 1747 805"> <thead> <tr> <th colspan="2">Rubric</th> </tr> <tr> <th>Point totals</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Points 1-11</td> <td>1</td> </tr> <tr> <td>Points 11.5-16.5</td> <td>1.5</td> </tr> <tr> <td>Points 17-22</td> <td>2</td> </tr> <tr> <td>Points 22.5-27.5</td> <td>2.5</td> </tr> <tr> <td>Points 28-33</td> <td>3</td> </tr> <tr> <td>Points 33.5-38.4</td> <td>3.5</td> </tr> <tr> <td>Points 39-44</td> <td>4</td> </tr> </tbody> </table> <p>For Kindergarten students, the school has administered the Clay Observation Survey in order to identify and support students reading at grade level. Those who are not demonstrating proficiency are provided with additional literacy support through the school's intervention plan (see attached 3).</p>	Rubric		Point totals	Level	Points 1-11	1	Points 11.5-16.5	1.5	Points 17-22	2	Points 22.5-27.5	2.5	Points 28-33	3	Points 33.5-38.4	3.5	Points 39-44	4																																				
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#5: School Safety		7	< 7 Serious Incidents or a minimum of a 10% reduction in Serious Incidents.	<p>Incidents/Suspensions YTD</p> <table border="1" data-bbox="961 1032 1961 1385"> <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>3</td> <td>1</td> <td>3</td> <td>1</td> <td>1</td> <td>2</td> <td>4</td> <td>34</td> </tr> <tr> <td>2014-2015</td> <td>45</td> <td>43</td> <td>3</td> <td>1</td> <td>43</td> <td>2</td> <td>46</td> <td>207</td> </tr> <tr> <td>2013-2014</td> <td>61</td> <td>34</td> <td>1</td> <td>3</td> <td>32</td> <td>0</td> <td>35</td> <td>0</td> </tr> <tr> <td>2012-2013</td> <td>6</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> <td>5</td> <td>5</td> <td>0</td> </tr> <tr> <td>2011-2012</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Discipline Events YTD</p>	School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended	2015-2016	3	1	3	1	1	2	4	34	2014-2015	45	43	3	1	43	2	46	207	2013-2014	61	34	1	3	32	0	35	0	2012-2013	6	0	5	0	0	5	5	0	2011-2012	2	0	2	0	0	2	2	0
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Offense	2015-2016		2014-2015		2013-2014	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses
07 Assault - Physical Injury	1	33.3%	1	2.3%	1	1.7%
17.2 Weapons Found - Other	1	33.3%	1	2.3%	2	3.4%
18 Drugs Use, Possess, Sale	1	33.3%	1	2.3%	1	1.7%
02.2 Other Sexual Offense			2	4.5%	1	1.7%
08 Reckless Endangerment			2	4.5%		
09 Minor Altercations			19	43.2%	15	25.9%
10 IHMB No Physical Contact			8	18.2%	4	6.9%
12 Criminal Mischief			1	2.3%		
13 Larceny or Other Theft			1	2.3%	1	1.7%
20 Other Disruptive Incidents			7	15.9%	28	48.3%
Bullying			1	2.3%		
Disrespect			1	2.3%	3	5.2%
Disruptive			1	2.3%	4	6.9%
17.1 Weapons Confiscated					2	3.4%
Defiance/Non-compliance					1	1.7%
Skip					1	1.7%
<b>Grand Total</b>	<b>3</b>	<b>100.0%</b>	<b>44</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>

Serious incidents are reported by the school by category below. The school is on track to meet the target of < 7 Serious Incidents.

Assault- Physical Injury	07	1
Weapons Found- Other	17.2	1
<b>Total</b>		<b>2</b>

The school Social Worker is running group interventions to ensure student behavior is as expected to support positive academic outcomes and foster social relationships. Review of



				<p>disciplinary data quarterly (see attached) has identified students in need of this additional support. It includes looking at data:</p> <ol style="list-style-type: none"> <li>To identify trends in type of incident, location, time of day, and teacher in order to address the root causes.</li> </ol> <p>Dream Celebrations (monthly)- are used to provide positive reinforcement for student behavioral expectations and positive academic outcomes.</p>
#9: 3-8 ELA All Students Level 2 & Above		25%	40% or a minimum of a 1% increase	<ul style="list-style-type: none"> <li>ELT Intervention Groups- have been identified using NWEA data to inform grouping and individual instructional planning.</li> <li>Blended Learning with RtI and Literacy Faculty- A schedule has been established and teachers receive professional learning during this time (see attached). Students work with Alex, MyOn, and Compass in an adaptive environment in order to provide literacy and numeracy practice at a student’s level or a level above that is reachable.</li> </ul> <p>With the receipt of Receivership Funding 1/7/16, the school has planned and begun to implement:</p> <ul style="list-style-type: none"> <li>Saturday School- with the purpose of targeting students in need of specific additional academic support in grades 3-6, aligned to student metrics.</li> <li>Classroom Libraries- with the purpose augmenting classroom resources to support more independent reading.</li> <li>Additionally, the school uses school-wide writing prompts three times per year to determine student growth in specific areas aligned to CCLS and Lucy Calkins units of study.</li> </ul>
#15: 3-8 Math All Students Level 2 & Above		27%	38% or a minimum of a 1% increase	<ul style="list-style-type: none"> <li>ELT Intervention Groups- have been identified using NWEA data and other assessments to inform grouping and individual instructional planning.</li> <li>Grade 3 and Grade 6 participated in the District assessment. Teachers are using these results to target instruction to individual student needs and align instruction to performance indicators from NYSED. This is a pilot exam and will be expanded once administration and end results are reviewed to determine impact to instructional planning.</li> </ul>
#33: 3-8 ELA All Students MGP		48.68	50.72 or a minimum of a 1% increase	See Indicator #9 above
#39: 3-8 Math All Students MGP		48.76	51.17 or a minimum of a 1% increase	See Indicator #15 above



<b>LEVEL 2 Indicators</b>					
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	
#2: Community School Model		N/A	Develop implementation plan with targets; conduct needs assessment; convene community engagement team; designation of a Coordinator	The School is in the process of planning the Community School Model, led by the Community Engagement Team. To date, the CET has: <ul style="list-style-type: none"> <li>Established framework to obtain ideas and feedback from stakeholders</li> <li>Reviewed research on community school models through Research for Action (see attached 4)</li> <li>Identified site visits for CET members to see Community School best-practice models. Members of the CET will be visiting P.S. #1, a school in Chinatown, NYC that is an elementary school, and was recommended by a United Federation of Teachers staff member as a positive model for a successful Community School.</li> </ul>	
#18: 3-8 Math Hispanic Students Level 2 and Above		21%	37% or a minimum of a 1% increase	See Indicator #15 above A bilingual Math Intervention teacher is providing additional support for Hispanic students. Targeted, differentiated support is provided.	
#20: 3-8 Math ED Students Level 2 and Above		27%	35% or a minimum of a 1% increase	See Indicator #15 above The poverty percent at School #9 is 92%. The ED subgroup is a substantial part of the entire student population.	
#41: 3-8 Math Black Students MGP		47.84	48.96 or a minimum of a 1% increase	See Indicator #15 above	
#94: Providing 200 Hours of Extended Day		N/A	Provide 200 Hours of ELT	School #9 provides an 8-hour day for all students Monday, Tuesday, Thursday, and Friday. This, combined with Summer Learning meets/exceeds the 200 hour target for ELT.	
<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 <u>with impact</u> .	<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 <u>not described above</u> , 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. Parent/Community School Model		School #9 governance structure is primarily Principal-led with shared responsibility between the School Based Planning Team (SBPT) and the Community Engagement Team (CET) to support shared governance. Community Partners continue to support the mission and vision of the school and meet the needs of students and their families by providing wrap-around services. The Community School Advisory Team (CSAT) identifies short and long- term goals for the school’s partnerships with community institutions, groups and related stakeholders. The Instructional Leadership Team (ILT) monitors and adjusts the implementation of the school’s CEP/Receivership plan that guides school-wide practices for extended learning time schools. The Grade Level Team coordinates the work of each grade level, reviews student data and monitors student progress. The Community Engagement Team meets monthly to monitor implementation of the plan for Receivership purposes. School Partners include: <ol style="list-style-type: none"> <li>1. National Center for Time and Learning trained consultants</li> <li>2. Rochester Regional School-Based Health Center</li> <li>3. Baden Street Settlement</li> <li>4. AmeriCorps</li> <li>5. Nazareth College</li> <li>6. Adopt-a-Kindergarten</li> <li>7. Brockport Tru Manufacturing</li> <li>8. Girl Scouts of Western NY</li> <li>9. Christ Church of Pittsford</li> <li>10. Junior Achievement</li> </ol>





			<p>11. Brockport College                  12. St. Paul’s Episcopal Church                  13. WHG/Sisterhood- pending</p> <p>See attached (5) meeting minutes for Community School Model Planning</p>
2.	Differentiated Programs for Diverse Learners		<p>92% of School #9's student population is eligible for free and reduced meals, and the student body is 33% African-America/Black and 65% Hispanic. About 16% of the student body is classified as SWD, less than the Districtwide average. Currently the school's students with disabilities are supported through various settings: aligned to students' IEPs. English Language Learners (ELLs) receive the required support services based on the new regulations to Part 154. Students participate regularly in CCLC-based lessons. All students participate in blended learning opportunities (see attached) as part of their day that includes MyOn Reading (Literacy), ALEKS (Math), and Compass (Both). Students in grades 2-6 have received a 1:1 Chromebook as part of the blended learning implementation. In grades K-1, there is currently a 1:2 ratio, devices to students. Additional materials from Santanilla provided by District staff address the unique needs of ELLs. Staff uses multiple formative assessments to determine student progress and identify needed instructional shifts, based on student performance. Summative assessments include NWEA and Fountas and Pinnell (BAS) progress monitoring.</p>
3.	Expanded Learning Time (ELT)		<p>School #9 has added 300+ hours to the school year for students, and all students participate in an 8-hour day, running from 7:15 - 3:30. School #9 was the only school in Cohort 1 that implemented the National Center for Time &amp; Learning's model of ELT. The graphic below highlights the 7 Essential Elements, all of which are in place at School #9. This framework provides a school reform model with the necessary practices and time to close the opportunity gap and substantially drive student growth.</p> <p>Components of the ELT program include:</p> <ul style="list-style-type: none"> <li>• a minimum a 45-minute daily block of high quality blended learning( CAI, enrichment projects, RTI) and with the intent to provide instruction aligned with</li> </ul>



student driven data (NWEA,NYSESLAT, NYS ELA and Math Exam) (see attached 6).

- alignment of community partnerships and support services to students’ core instructional program (intervention and enrichment) for all students based on data and student need.
- a minimum of 200 minutes of intervention support weekly
- utilizing block-scheduling and technology to facilitate small group instruction
- providing a safety network for Spanish dominant students to close academic/language gaps
- providing opportunities for parent and community members to participate in the academic day

As part of the Time Collaborative, the following priorities have been established that align direct targeted explicit core instruction, teachers’ assignments, resources (special services), safety networks (Coping Powers, student voice and choice), and professional development( staff, parents and community partners) based on student and staff specific needs to engage, motivate and improve student achievement

Instructional Priorities have been identified as:

Priority #1: School #9 integrates ELA with all content areas through direct, targeted and explicit instruction designed to motivate and engage student and most importantly, accelerate the progress of its diverse student population. Teachers determine the students’ strengths as well as needs and use their demonstrated strengths to overcome or compensate for their needs. By June, 2016, metrics for this goal include teacher observation that demonstrates use of professional learning tools and strategies where 90% of teachers will be observed and the data entered by the Principal and Assistant Principals in the District’s E-Performance repository, with the intent of tracking how teachers are providing engaging instruction and using data to inform instructional planning.

Priority #2: There is a focus for a safer and healthier learning environment in that all school constituents can articulate a shared understanding of skills and



			<p>behaviors that demonstrate social and emotional health and how those behaviors are linked to and lead to academic success. By June 2016, metrics for this goal will include reduced # of referrals and recidivism rate per student by 50%, and increased satisfaction with school climate based on surveys of staff, students, parents, and partners.</p> <p>Additionally, the school has identified targeted groups for additional academic support during ELT/Intervention based on formative and summative assessments. Students receive math and ELA support based on NWEA scores, Fountas and Pinnell, and Lucy Calkins Writing Traits assessments.</p>
4.	Teacher Professional Development		<p>Under the ELT model in place at School #9, teachers receive 2.0 hours each week of grade level specific, job-embedded PD, facilitated by instructional coaches and the leadership team. This time is intended to be devoted explicitly to collaborative planning for differentiation, in that half of the time is designated for frequent data cycles (including Looking at Student Work protocol) while the other is more for application to lesson planning. With receipt of the Receivership dollars, teachers will participate in an additional 18 hours on early Wednesdays to enhance skills in technology, develop risk-free learning environments, and support for bilingual literacy instruction (see attached).</p> <p>Common planning time permits staff to participate in thoughtful data-driven needs assessment that addresses the holistic needs of students. Additionally, meetings with School Based Planning Team (parents, students, staff, CBO representatives) and monthly meetings with Community Partners ensure that all stakeholders understand and support the needs of students and teachers.</p> <p>Accomplishments include:</p> <ul style="list-style-type: none"> <li>• create individualize learning plans</li> <li>• formulate small group instruction</li> <li>• progress monitor</li> <li>• facilitate implementation of common core modules</li> <li>• provide blended learning models (CAI, enrichment projects, RTI)</li> <li>• align partnerships support services to students’ core instructional program (intervention and enrichment) for all students based on data</li> </ul>



			<ul style="list-style-type: none"> <li>• provide a minimum of 200 minutes of intervention support weekly for students</li> <li>• utilizes block-scheduling and technology to facilitate small group instruction, grade level meetings, and collegial learning circles</li> <li>• engage educational consultants to provide and support professional development</li> </ul> <p>The Office of Professional Learning (OPL) provided support by working with IM&amp;T to do a data request that would structure the data around the needs for of the AP. In the interim, OPL created a preliminary pivot table that could be utilized to start analyzing data for teachers and students. The data was sorted by ELA and Math proficiency levels and NWEA growth scores, as well as disaggregated by teacher. Planning with the data, OPL and the AP spoke about next steps after the data review, and how data can be triangulated with the SCEP, DTSDE and District Goals. Based on the data, a discussion occurred on how Professional Learning look like to close gaps. The next steps will be to meet again, observe more classrooms, design a plan on how to use data to support teacher instruction, monitor teacher progress, and provide professional learning for teachers (see attached 7 example).</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 <u>with impact</u> .	<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
Yellow for District response to established CET.	<p>The CET team at School #9 has a set schedule to meet monthly (see attached). Members include: admin, teachers, parents, and CBO representatives.</p> <p>Community Engagement Plan:                      The CET monitors metrics and is currently in the process of planning the Community School Model in alignment with indicators #2.</p> <p>Outcomes: Demonstrable work includes recommendations for narrative changes for the school’s PSSG, review of budget,</p> <p>Dissemination of information: Information is shared through the School Based Planning Team and members on both teams overlap.</p> <p>Feedback opportunities: All stakeholders can provide feedback through their representatives on the CET. Updates on Receivership and school improvement are shared with staff in weekly bulletins. Updates with parents are shared at parent events. Updates with CBOs are shared during school/CBO meetings.</p> <p>Evidence/Outcomes leading to adjustments:</p> <p><b>Quarter 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Finalized recommendations and budget narrative</b></li> <li>• <b>Framework of discussion to support the Community School Model</b></li> <li>• <b>Climate Walk- to inform planning for the Community School Model</b></li> <li>• <b>Hosted a Community School Forum on Receivership in collaboration with RCSD Board of Education</b></li> </ul> <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. <b>Ensure approval is received for all recommendations</b></li> <li>2. <b>Continue planning for the Community School Model</b></li> </ol>



**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 #9 School are listed below:</p> <p>Staffing- Additional support has been provided with the knowledge that the school will be eligible for Receivership Grant Funds. Supports include: Partial Physical Education and ESOL, and Instructional Coach FTEs were increased to create full-time positions. An increase of an additional 0.6 Social Worker to provide social/emotional supports has been deployed, and an additional 1.0 Assistant Principal to support programming and student interventions has also been provided., Additionally, the District has funded + \$182K in Leveled Reader materials for bilingual and monolingual students at the direct selection and request of the building principal.</p> <p>Central Office Support:</p> <ol style="list-style-type: none"> <li>1. Deputy Superintendent for Teaching and Learning: provides support through site visits, meetings with school leadership to discuss pressing issues, budget, and planning.</li> <li>2. Human Capital Initiatives- support for filling vacancies as a priority with qualified staff. Please note- Substitutes still fill some positions in the school as of this reporting. Vacancies still include: 0.5 Instructional Coach in ELA, 1.0 Instructional Coach in Math, 2.0 intervention specialists, 0.5 Speech for mandated services, 1.0 Bilingual SPED, and a 1.0 ELT Coordinator.</li> <li>3. OSI- Ambassador: providing technical assistance with Receivership/ELT/Title I budgeting, ELT implementation, and support for development and continued work of the CET</li> <li>4. AmeriCorps: School #9 has 2 AmeriCorps members who support ELT, classroom intervention, and provide mentoring when applicable.</li> <li>5. Office of Professional Learning/Teaching and Learning- providing instructional coaches to support embedded professional development, data analysis, instructional planning, and classroom modeling</li> <li>6. Office of Parent Engagement- Support through Title I Parent Involvement planning</li> </ol> <p>Evidence/Outcomes:                      School #9 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,</p>



	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.		
	<b>Quarter 2:</b> <b>In Quarter 2 the Receiver has not exercised specific Receivership powers. The school has been functioning under the approved Receivership plan, however recommendations have not yet been fully approved and no feedback has been provided by the District based on the NYSED-approved Receivership Plan.</b>		
<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 <u>with impact.</u>	<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)

<b>Best Practices</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.		
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.	Blended Learning	Students receive an additional 90 minutes of interventions using ALEKS, First in Math, MyOn, Compass, Imagine Learning, as well as, small group instruction. The scheduling of Blended Learning provides an additional benefit in that teachers can meet in vertical teams during this time period to discuss action steps that impact instructional planning.
2.	ELT Intervention Group Intervention	Students receive an additional 360 minutes of interventions in ELA and Math during the school week based on NWEA assessment data.
3.	Problem-Solving Meeting	This occurs bi-weekly and teachers provide additional strategies to for level 2 supports and identify students for level 3 supports or specialized services.
4.	D.R.E.A.M	Students engaged in celebrations aligned to positive school wide behaviors. These celebrations occur monthly.



5.	Chromebooks 2-6	Chromebooks provided opportunities for differentiation and one-to-one learning for students through ALEKS, Compass, and MyOn Literacy, as well as, small-group instruction during Blended Learning. Teachers created learning opportunities that integrated literacy, content area subjects, and arts.
6.	Literacy Behavioral Specialists	Students receive literacy and classroom instruction in a classroom setting if behavior has disrupted the regular classroom. This is an alternative to suspension. If students demonstrate frequent disruptions, teachers or a designated adult visits their classrooms for check-in to make the connection and reinforce positive behavior expectations.

**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