

# Receivership Schools ONLY

## Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.rcsdk12.org/Page/41659">http://www.rcsdk12.org/Page/41659</a>			
				Check which plan below applies:			
School #45 Mary McLeod Bethune	261600010045	Rochester City School District		SIG/SIF			SCEP
				Cohort: SIG Cohort 4.2			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Rhonda Morien	Sandra Simpson, Chief of Innovation and Receivership Schools Michele Alberti, Executive Director of School Innovation Carrie Pecor, Director of Program Accountability		PK-8	6.4% as of 10/26/16	14.8% as of 10/26/16	595 as of 10/26/16
Appointment Date: August, 2015							

### Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

School #45 has made some significant gains as demonstrated by NWEA and NYS 3-8 assessment results, as well as positive school climate changes that are demonstrated through a decrease in suspensions and referrals. Accomplishments can be found in the key strategies on which the improvement plan is based. These include:

1. development/implementation and evaluation/review of a strong core instructional program
2. delivery of targeted academic support and engaging enrichments aligned with student needs and interests
3. development, implementation, and maintenance of a Community School Model
4. improved social/emotional supports for students and their families

Detailed progress summaries of each key strategy can be found in the "Key Strategies" section of this report.

A strong foundation is now in place to focus on quality of instructional delivery and specifically on reading/writing by providing the supports needed for staff professional development and student academic intervention/enrichment as well as social/emotional strategies to increase student well-being.



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Monitoring metrics will help the school know if it is accomplishing progress towards its goals. Metrics being used include the following:

Level 1 indicators (#1, #5, #9, #15, #33, #39 and #85) were selected by the State Education Department (SED). Most support student academic achievement in ELA, Math, and Science. An additional Level 1 indicator regards School Safety. The school has met the minimum or above for all indicators with the exception of Indicator #33- Mean Growth Percentile for ELA. This has informed the selection of instructional priorities for SY 16-17 that include Reader's/Writer's Workshop.

Level 2 indicators (#2, #6, #14, #20, and #94) were selected based on meetings with the School Based Planning Team (SBPT) and Community Engagement Team (CET). Some of these indicators also support student academic achievement in ELA and math. Indicator #2 is the planning and implementation of a Community School Model, indicator #6 centers on Family and Community Engagement- DTSDE Tenet 6, and indicator #94 addresses the goal to provide Extended Learning Time (ELT). The school met the minimum or above for all targets.

The Community Engagement Team (CET) remains active and will continue to be responsible for monitoring implementation of the school's improvement plan in collaboration with the SBPT. Work of the CET is aligned with the requirements of the 21<sup>st</sup> CCLC Grant in order to ensure a cycle of improvement that includes planning, implementation, and review/adjust. A representative of the outside evaluator for this grant sits on the school's CET along with representatives from all stakeholders including parents and students to provide a mechanism for feedback from all constituencies. Work in SY 16-17 will largely be centered on student outcomes, stakeholder feedback, and DTSDE recommendations (see below). The school has made significant progress in creating a positive culture and environment for learning and is now focused on the real work has begun to improve the quality of instruction. Instructional coaching is available to support teachers in this work. Additionally, the school continues to define and establish a Community School in order to that provide an expanded menu of resources for students and their families to support academic growth and social/emotional well-being.

School #45 has established the foundations for a culture that will support all students and their families academically, socially, emotionally, and physically. Leader in Me, Franklin Covey's Whole School Transformation process is the basis for this culture shift and shifts the paradigm so that every child is seen as capable, every child is a leader. This is observed throughout the school, and felt by all who visit.



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**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 Indicators</u>					
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
<i>Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall</i>		N/A	Make Progress	<ul style="list-style-type: none"> <li>● NWEA</li> <li>● Phonics Screener/Phonemic Awareness Screener</li> <li>● DRA</li> <li>● Formative Assessments</li> <li>● Sight word assessments</li> <li>● Kindergarten Screening</li> <li>● NYS 3-8</li> <li>● District pre/post assessments</li> <li>● COR (PK)</li> <li>● Lucy Calkins Writing and Reading Progressions</li> <li>● IReady</li> <li>● Walkthrough data</li> </ul>	<p>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.</p> <p>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.</p>



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- Progress Reports- In the first quarter last year 80 students out of 125 in grades 7-8 were failing 3 or more subjects as seen on interim reports. In this quarter this year, only 3 students are failing 3 or more classes.

**NWEA Data Walls**

Grade	Red			Orange			Yellow			Green			Blue		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
K	44%			36%			10%			7%			1%		
1st	60%			12%			17%			11%			0%		
2nd	38%			10%			25%			17%			10%		
3rd	52%			22%			21%			3%			2%		
4th	64%			27%			0%			9%			0%		
5th	55%			19%			8%			14%			4%		
6th	61%			25%			10%			4%			0%		
7th	60%			20%			10%			10%			0%		
8th	61%			23%			8%			6%			2%		
	55%			22%			12%			9%			2%		

Students meet weekly on “Data-Binder Tuesdays,” to determine what work has been put into the binder and what should be included.

In SY 16-17, School #45 re-organized around family units such as PK-2 with exit criteria to establish gateways to the next “family.” Coaches and RtI support are assigned to each “family.”

Standards-based teaching for long-range planning is a major focus for SY 16-17, resulting in higher quality lesson planning, specifically small-group lesson planning yielding higher levels of differentiation based on student need. Learning targets are more focused and aligned with CCLS as seen in walkthrough data.

Instructional priorities this year, now that planning has improved, include establishing a Readers and Writers workshop taught through Lucy Calkins units of study (K-6), and block scheduling in grades 7-8 that permits a focus on



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	NWEA ELA														
	Red			Orange			Yellow			Green					
	F	W	S	F	W	S	F	W	S	F	W	S			
Kindergarten	31%			43%			19%			3%			3%		
1st Grade	46%			32%			14%			6%			3%		
2nd Grade	31%			27%			17%			10%			15%		
3rd Grade	50%			18%			18%			12%			2%		
4th Grade	54%			17%			15%			13%			1%		
5th Grade	31%			31%			17%			14%			4%		
6th Grade	38%			28%			22%			12%			0%		
7th Grade	34%			34%			10%			17%			5%		
8th Grade	48%			26%			14%			10%			2%		
School Wide	40%			28%			16%			11%			4%		

**NWEA Fall 2016 Projected Proficiency Reading**

Grade	Level.1. percentage	Level.2. percentage	Level.3. percentage
3	68.49	27.4	4.11
4	65.08	30.16	4.76
5	64	32	4
6	58.82	33.33	7.84
7	71.11	22.22	6.67
8	81.58	13.16	5.26
Total	68.99	25.7	5.31

literacy across the content areas. The walkthrough tool for informal teacher observation is aligned to instructional priorities and provides data implementation. Following analysis of data, conferencing is used to provide immediate feedback to teachers and impact changes to instructional planning/ delivery. Tracking of walkthroughs is being done through Google to provide structured compilation of data that can be easily collected and analyzed. See Attachment A - Instructional Strategies Walk-Through Template.



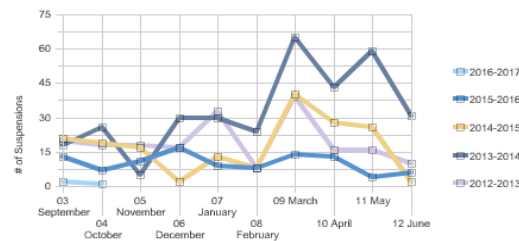
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				<b>NWEA Fall 2016 Projected Proficiency Math</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Level.1. percentage</th> <th>Level.2. percentage</th> <th>Level.3. percentage</th> <th>Level.4. percentage</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>61.64</td> <td>27.4</td> <td>8.22</td> <td>2.74</td> </tr> <tr> <td>4</td> <td>73.02</td> <td>23.81</td> <td>3.17</td> <td>0</td> </tr> <tr> <td>5</td> <td>70</td> <td>24</td> <td>6</td> <td>0</td> </tr> <tr> <td>6</td> <td>72.55</td> <td>27.45</td> <td>0</td> <td>0</td> </tr> <tr> <td>7</td> <td>82.22</td> <td>17.78</td> <td>0</td> <td>0</td> </tr> <tr> <td>8</td> <td>80</td> <td>16</td> <td>4</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>72.83</b></td> <td><b>22.69</b></td> <td><b>3.92</b></td> <td><b>0.56</b></td> </tr> </tbody> </table>		Level.1. percentage	Level.2. percentage	Level.3. percentage	Level.4. percentage	3	61.64	27.4	8.22	2.74	4	73.02	23.81	3.17	0	5	70	24	6	0	6	72.55	27.45	0	0	7	82.22	17.78	0	0	8	80	16	4	0	<b>Total</b>	<b>72.83</b>	<b>22.69</b>	<b>3.92</b>	<b>0.56</b>	
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6	72.55	27.45	0	0																																									
7	82.22	17.78	0	0																																									
8	80	16	4	0																																									
<b>Total</b>	<b>72.83</b>	<b>22.69</b>	<b>3.92</b>	<b>0.56</b>																																									
<i>Indicator #5: School Safety- progress will be demonstrated if the school has &lt; 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.</i>		19	< 6 Serious Incidents or at least a 15% reduction	As of 10/19/16 there have been 3 suspensions, a decrease of 15 from this date in 2015 - 2016.	The school is on track to meet this target this school year. The school will continue to expand on programs and protocols already in place to support the expectation of positive behaviors for all students. <ul style="list-style-type: none"> <li>The Student Council will become more active by demonstrating a leadership role aligned with the Leader in Me philosophy through more student-led activities such as the 3 on 3 Basketball</li> </ul>																																								



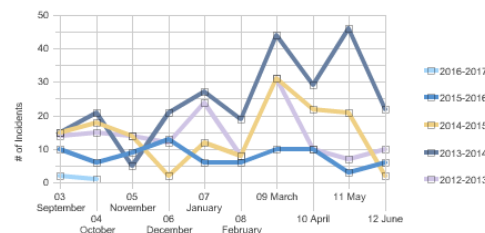
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**Suspensions by Month**



In this quarter there have been 0 Serious Incidents YTD.

**Incidents by Month**



- Tournament during SY 15-16.
- Center for Youth continues to partner with the school to provide social/emotional support through ATS, Crisis Intervention/Prevention, and continuation of Restorative Practices initiatives.
- Big ones mentoring small ones will continue and will be expanded as more students participate.
- The electronic referral system provides data to better track student behaviors and identify needs/ trends.

The school has developed an electronic referral system in order to better collect and review data monthly to determine trends and root causes. Suspension data is reviewed by grade level as well to identify responses and provided needed interventions. These include use of the school's newly developed Reconnect Room, cool down cards that in effect provide a 20-minute "time out," run around goal sheets, check-in/checkout





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				Data from the Reconnect Room is in process of being collected and analysis will begin November 2016.	sessions active girls and boys groups to provide social/emotional support, advisory that includes Peace Circles, Leadership Readings, Data Review for Students, and a Flex Day for to embed student choice. All programs and protocols are designed and implemented to be aligned with the Leader in Me in mind and address the social/emotional needs of all students while growing student leaders. The manner in which students are demonstrating respect to each other and to staff has changed with this positive culture of respect demonstrated daily.
<i>Indicator #9: 3-8 ELA All Students Level 2 &amp; Above</i>		15%	42% or at least a 3%age point increase (18%)	<ul style="list-style-type: none"> <li>● NWEA</li> <li>● Phonics Screener/Phonemic Awareness Screener</li> <li>● DRA</li> <li>● Formative Assessments</li> <li>● Sight word assessments</li> <li>● Kindergarten Screening</li> <li>● NYS 3-8</li> <li>● District pre/post assessments</li> <li>● COR (PK)</li> <li>● Lucy Calkins Writing and Reading Progressions</li> </ul>	<p>The school exceeded the minimum required in Year 1 to meet the target for this indicator. They are on target to meet or exceed the minimum target for Year 2.</p> <p>In this quarter the School is focusing on the components of quality instruction. These include: workshop format, standards-based mini-lessons, flexible groupings, student conferencing, looking at student work with rubrics, and sustained periods of authentic</p>



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				<ul style="list-style-type: none"> <li>● IReady</li> <li>● Walkthrough data</li> <li>● Progress Reports</li> </ul> <p>See indicator #1 above</p> <p>Additionally, internal metrics for this indicator (using a combination of ELA and NWEA data) have identified that between 31.7 and 34.1% of students with attendance of 85% or greater will meet this target this year.</p>	<p>writing. Goal setting is being completed and plan student-led conferencing in January to include them in the process.</p> <p>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.</p>
<i>Indicator #15: 3-8 Math All Students Level 2 &amp; Above</i>		15%	41% or at least a 3%age point increase (18%)	<ul style="list-style-type: none"> <li>● NWEA</li> <li>● Kindergarten Screening</li> <li>● NYS 3-8</li> <li>● District pre/post assessments</li> <li>● COR (PK)</li> <li>● Walkthrough data</li> <li>● Progress Reports</li> <li>● RCSD Common Math Assessments</li> <li>● IReady assessment reporting</li> </ul> <p>See indicator #1 above</p>	<p>The school exceeded the minimum required in Year 1 to meet the target for this indicator. They are on target to meet or exceed the minimum target for Year 2.</p> <p>The school has implemented building-wide use of RCSD Common Math Assessments and is using IReady (blended learning) to support math instruction.</p> <p>Assessments will be used to more frequently to monitor student progress, identify gaps, and</p>



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				<p>Additionally, internal metrics projecting growth for this indicator (using a combination of Math and NWEA data) suggest that between 21.4 to 35.0% of students with attendance of 85% or greater will meet this target this year.</p>	<p>impact instructional planning. Multiple access points for students will be expanded on in order for all students to benefit from this kind of support.</p> <p>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.</p>
<p><i>Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)-</i></p>		49.32	50.72 or minimum of a 1% increase for all students	<p>NWEA Bands (norms)</p> <p>See indicator #9 above</p>	<p>NWEA Bands are being used to target individual student gaps in instruction in order to meet this metric in year 2.</p> <p>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.</p>
<p><i>Indicator #39: 3-8 Math All Students Mean Growth</i></p>		42.67	51.17 or minimum of a 1%	<p>NWEA Bands (norms)</p> <p>See indicator #15 above</p>	<p>The school exceeded the minimum required in Year 1 to meet the target for this indicator. They are on target to meet or exceed the minimum</p>



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<i>Percentile (MGP)-</i>			increase for all students		<p>target for Year 2.</p> <p>NWEA Bands are being used to target individual student gaps in instruction in order to meet this metric in year 2.</p> <p>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.</p>
<i>Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above-</i>		23%	47% or minimum of a 3% increase in this group's academic performance	<p>The school exceeded its goal for this indicator by increasing from 23% to 46% and goal was 44% at levels 3 or above.</p> <p>Classroom teachers have integrated science into their enrichment block throughout the school year. Beginning mid-April, during the extended day block, teachers will add an additional hour of science instruction 3 days a week (2 days performance task practice and 1 day written/content with a focus on</p>	<p>To further increase student performance in science, the school has developed a plan for integrating literacy across the content areas at the 7-8 grade levels.</p> <p>Block scheduling provides more time on task for science hands-on inquiry-based activities. A rotation of activities has been established to help students develop skills needed to be successful in science.</p>



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				constructed response).	Additionally, the school is partnering with the University of Rochester to provide support for good first teaching in science, and with St. John Fisher to provide an after-school science club.
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***LEVEL 2 Indicators***

Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
<i>Indicator #2: Plan for and implement Community School Model</i>		N/A	The Community Engagement Team sets transformation targets for the school year;	NYSED Community School Indicators/Targets	School #45's CET and SBPT are working together to begin to develop a cohesive plan to establish and implement a Community School Model. Elements of a community school have been established during SY 16-17 including: <ol style="list-style-type: none"> <li>1. CFY- ATS/Reconnect Room support and Peace Circles are being provided as needed that include students and support for parents. They also support the Reconnect Room.</li> <li>2. Boys and Girls Clubs- planning stages for an after-school care program that</li> </ol>



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			50% of the targets are met		<p>will align with instructional and social/emotional priorities.</p> <ol style="list-style-type: none"> <li>3. Memorial Art Gallery- 1<sup>st</sup> grade students receive art lessons at the local museum</li> <li>4. ROOTS- providing social/emotional curriculum for students</li> <li>5. Faith-based social/emotional grouping as an after-school offering, supported by local churches</li> <li>6. Developing a plan with U of R to have afterschool STEM programming</li> </ol> <p>School Leadership visited effective community school models, and have reviewed the components and designing a community school model that will work at School #45. All work in this area will be aligned with 21<sup>st</sup> CCLC grant requirements and is monitored through an independent evaluator to ensure plans are implemented with fidelity.</p> <p>In this quarter, School #45 has hired Community School Liaison through Center for Youth to coordinate the creation and implementation of a Community School Model. There is an Increased amount of parent volunteers by 75%.</p> <p>Additionally, the school has created an attendance team to meet with families regarding barriers to good attendance and discuss innovative ways to improve data.</p>
<i>Indicator #6: Family and Community</i>		Ineffective	Developing Rating	DTSDE Ratings: Tenet 6	In SY 16-17, the school has increased family engagement by increasing the number of parent volunteers working side-by-side in classrooms with students and teachers. Parents will be trained to help students learn to read and will support small reading



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<p><i>Engagement (DTSDE Tenet 6)</i></p>				<p>The school has met the requirement for this indicator in Year 1 based on the results of the Demonstrable Improvement Indicator Review completed in June 2016.</p>	<p>groups in SY 16-17.</p> <p>School #45 plans to implement at least one (1) student-led conference in SY 16-17 for parents to feel a part of the team that supports their child academically.</p> <p>A Parent University has been developed where families can take courses in various areas based on feedback on survey data collected last year.</p> <p>A reciprocal communication plan has been established with this year being the initiation phase. 2016-17 will be the implementation year and will encourage quality two-way communication; home to school and school to home. This includes the promotion of an “open school/classroom” culture that invites parents in to participate with their children in activities.</p> <p>The Data Board in the front atrium will continue to provide student data to all visitors, and inserts in report cards provide parents with an explanation of assessments, and targets for their child’s achievement. The school continues to use the newly developed family/community binder in order to better document family and community engagement, and Informs parents about the changes through multiple means including Twitter and Facebook in order to communicate the expectations and keep parents in the loop. Each classroom has a data wall to showcase student data. Students are beginning to collect their own data and will host student led Conferences in January for their families.</p>
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<p><i>Indicator #14: 3-8 ELA ED Students Level 2 &amp; Above</i></p>		<p>14%</p>	<p>39% or a minimum of a 3% increase in the group’s academic performance</p>	<p>See indicators #1 and #9 above</p> <p>The ED subgroup is a substantial part of the all-student population. This group is receiving additional support on an as-needed basis as identified by assessments, and demonstrates an upward trend on NYS 3-8 ELA assessments.</p> <p>Internal metrics projecting growth for this indicator (using a combination of ELA and NWEA data) suggest that between 31.7 and 34.1% of</p>	<p>83% of the school’s student population is considered “Economically Disadvantaged”, though we speculate this will be well over 90% as families continue to submit income eligibility forms. This is a significant portion of the All Student Group, and efforts for increases in ELA are or will be in place in SY 16-17 for all students to make progress toward this target.</p>
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				students with attendance of 85% or greater will meet this target this year.	
<i>Indicator #20: 3-8 Math ED Students Level 2 and Above</i>		14%	35% or has a minimum of a 1% increase in the group's academic performance	<p>See indicator #15 above</p> <p>The ED subgroup is a substantial part of the all-student population. This group is receiving additional support on an as-needed basis as identified by assessments, and demonstrates an upward trend on NYS 3-8 ELA assessments.</p> <p>Internal metrics projecting growth for this indicator (using a</p>	83% of the school's student population is considered "Economically Disadvantaged", though we speculate this to will be well over 90% as families continue to submit income eligibility forms. This is a significant portion of the All Student Group, and efforts for increases in ELA are or will be in place in SY 16-17 for all students to make progress toward this target.



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				combination of Math and NWEA data) suggest that between 21.4 to 35.0% of students with attendance of 85% or greater will meet this target this year.	
<i>Indicator #94:          Providing 200 Hours of Extended Day-          The school has meet this target.          Progress targets are being developed by the State Education Department (SED).</i>		N/A	Provide 200 hours of ELT	<ul style="list-style-type: none"> <li>● Increased student academic achievement</li> <li>● Increased attendance</li> <li>● Survey feedback from students, staff, and parents</li> </ul>	<p>In SY 16-17 School #45 shifted the focus of ELT to a School-wide Leadership Program. K-6 students have leadership block daily where the focus on themselves as leaders of self, school and society. 7-8 students will continue to have advisory which has leadership expectations in self school and society as well.</p> <p>The school continues to offer ELT through the remainder of the school year in an expanded 7 1/2 hour day. This year the school has used the expanded day time to accomplish the following three agendas:</p> <ol style="list-style-type: none"> <li>1. Writers workshop in every class</li> <li>1. RTI Block for all K-6 classrooms</li> <li>2. Team support for all 7-8 grade students</li> <li>3. Leadership Block K-6</li> <li>4. Advisory Block 7-8</li> <li>5. Specialized Summer programming</li> </ol>



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				<p>Specialized summer programming was provided with a focus on reading and writing, particularly the Lucy Calkins genres.</p> <p>An additional RTI block was added so that students could receive researched based programming as determined by data. Each students has specific goals that will be monitored to ensure growth.</p> <p>Team Support Time was built into the schedule reducing the number of children failing from 80 at this time last year to 3 this year.</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 II – Key Strategies**

<p><b><u>Key Strategies</u></b>          Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i>, but are part of the approved SCEP, SIG or SIF plan.</p>		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
<i>Development, implementation, evaluation/review of a strong</i>		School #45 has established a Reader’s/Writer’s Workshop in grades K-6 and



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<p><i>core instructional program</i></p>		<p>established block scheduling that allows for flexible grouping based on student need in all content areas. School leaders have increased the number of walkthroughs to observe implementation of school instructional priorities, and the components of the Election to Work Agreement (EWA). The EWA permits the school to identify school priorities and clarify school-wide expectations for all. Data is collected, shared with teachers and reviewed using the Instructional Priorities Walk-Through Template (Attachment A) and the Lesson Plan Walk-Through Template (Attachment B).</p> <p>100% of K-6 classrooms are in the beginning stages of rolling out readers and writers workshop. Unit planning is happening at each grade level. Coach support is being utilized at every grade level. School wide instructional priorities have been identified for all grades that support the solid and consistent roll out of the workshop models. Grades 7-8 have identified using block scheduling and infusing literacy across the content areas. In grades 7-8 flexible grouping is occurring based on NWEA data. Weekly PLC meetings are aligned to Unpacking the workshop units of study and improving good first teaching for strategies such as conferring, flexible grouping, management tools etc.</p> <p>Additionally, data walls have been established school-wide to provide transparency and permit students and parents to know where students are, and where they need to be, and facilitate a constant cycle of goal setting, review, and adjustment. Every child in the building has targeted goals they are working on that</p>
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		<p>are monitored on a five week cycle.</p> <p>The school will continue to use the established system for observations/walkthroughs to monitor delivery of high quality instruction. Calibration walks will be held 3x a year to ensure uniform data collection and to monitor school wide instructional priorities. Administrative walkthrough tools have been aligned to the elements of the workshop model we are implementing. Data meetings will continue with protocols in place to increase the level of accountability for all staff members.</p>
<p><i>Delivery of targeted academic support and engaging enrichments aligned with student needs and interests</i></p>		<p>Master Scheduling now includes a block outside of Reader’s/Writer’s Workshop to provide Tiered RtI supports by integrating content areas and provide a double dose of interventions targeted to specific student needs. Student proficiency is aligned to NWEA grade level norm-bands as part of the NWEA continuum. Interventions are based on results of assessments that establish these bands and are aligned to the standards in order to move students. Rituals and routines for workshops have been established in this first quarter where every student has a purpose and a specific goal.</p> <p>100% of classrooms are holding a leadership block 5 days a week. These five days consist of completing explicit instruction of each habit, a leadership book of month, a legacy project, maintaining a leadership notebook, hosting a leadership focused Eagle’s Nest and a club day with additional engaging enrichment activities. These include activities that support our Mind, Body and Soul focus. 7th and 8th</p>



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		<p>graders host advisory each morning to help develop the leadership skills of our older students. This block includes peace circles, Leadership within the school, maintaining data notebooks and team reading.</p>
<p><i>Development, implementation, and maintenance of a Community School Model.</i></p>		<p>School #45 has hired a Community School Coordinator responsible for helping the school become a hub of community resources for students and their families. The school is expanding on existing resources and continues to explore potential community partner relationships that can support this goal. A Google referral system is available school-wide and is used to refer students and/or families to the Coordinator for resource support. A newly established Attendance Team works with families to help their children get to school by removing barriers to attendance. Other resources in place include: Agency Support for Families in Crisis, Vision Outreach, Food Pantry, and a Clothing Closet. Social media is being used to blast information to parents and community partners regularly, and multiple community events have taken place to support a culture of welcoming students, staff, families and community partners into the School #45 family.</p> <p>Our extended day coordinator is working with partners to link the instructional priorities to our afterschool program. We have established partnerships with 4 New community agencies. 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), and the NYS-</p>



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		<p>approved SIG Continuation Plan It is a work in progress and will become the roadmap for school improvement.</p>
<p><i>Improved social/emotional supports for students and their families to ensure progress toward healthier choices create a positive environment for learning.</i></p>		<p>The school has created a mediation support program using restorative practices--a District initiative--to be proactive instead of reactive. This combined with the established Reconnect Room provides additional social/emotional supports for students. The focus for Expanded Learning Time is on leadership, using the 7 Habits of Highly Effective Students. Older students participate with younger students in activities as part of a community service model and their leadership training. Additionally, an all-boys group grades K-6 has been created to focus on leadership development. Additionally, students participate in a “Book of the Month” and Eagles Nest (classroom celebrations of new learnings an activity focused on one of the 7 Habits). An improved data reporting system has been set up to ensure accuracy referrals and suspensions. Tracking of mediations, placement in ATS, and the Reconnect Room provides data for analysis to identify trends and individual student root causes for referral.</p> <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. The</p>



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September		
Measure	Results	Person Responsible
Student Absences	90.43%	Patty
Chronic Absences	86	Patty
Number of Parents Involved in School	104	Patty
Staff Absences	36/61 = 59% Days 15 = 12.5% Days	Mary Jane
Number of Days Without a Sub	2	Mary Jane
Number of OSS	1	Steve
Number in ATS	24	Blackman
Number in Reconnect	129	Bundy
Number of Academic Referrals to RTI Team	0	Patti
Number of Behavioral Referrals to RTI team	10	Patti
Academic CSE Referrals	3	Colleen
Behavior CSE Referrals	0	Colleen
Mediations/Workshops Provided	19/6	Kajet/Zarate

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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school is monitoring the implementation of school-wide social/emotional supports to ensure all students' needs are met. Data used includes suspension/reconnect data, mediation/peace circle data and partner SE data.

**Accomplished:**

- Student Council Leadership Team Established
- Student Presidential elections have been established
- Implemented a School Community Engagement Team that includes the representatives from community partners and parents.
- Developed plan for ATS/Reconnect that Includes additional CFY and Boys and Girls Club Services and restorative practice
- Established electronic referral system to better track student socio-emotional needs and behaviors exhibited
- Developed student led incentives for students with behavioral needs including open gym time and open art time
- Created a BOTEN group for boys with behavioral and academic challenges
- Developed an after school program with various enrichment activities that weave in the instructional and social priorities
- Glasses partnership with Optical program for students who need glasses





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

#### **Community Engagement Team (CET)**

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.

Status (R/Y/G)	Analysis/Report Out
	<p>CBO representatives, one parent and 2 students who are actively participating The Community Engagement Team (CET) meets monthly and includes building administrators, parents, students, community partners, and the independent evaluator for the 21<sup>ST</sup> CCLC Grant. A standing agenda item is Receivership update from the Principal through presentation and discussion. Committees have been formed to streamline the implementation and progress-monitoring of this work. (See Attachment C).</p> <p>The Community Engagement Team (CET) remains active and will continue to be responsible for monitoring implementation of the school’s improvement plan in collaboration with the SBPT. Work of the CET is aligned with the requirements of the 21<sup>st</sup> CCLC Grant in order to ensure a cycle of improvement that includes planning, implementation, and review/adjust. A representative of the outside evaluator for this grant sits on the school’s CET along with representatives from all stakeholders including parents and students to provide a mechanism for feedback from all constituencies. Work in SY 16-17 will largely be centered on student outcomes, stakeholder feedback, and DTSDE recommendations (see below). The school has made significant progress in creating a positive culture and environment for learning and is now focused on the real work has begun to improve the quality of instruction. This year the SCET team will shift its focus from reporting out on DTSDE and Grant targets to becoming a team that begins to develop a cohesive vision of what it means to become a community school and how each party at the table must invest in order for our targets to be met. This team will also be looking at the school wide social-emotional referral data to be</p>



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	<p>sure all needs of the students and families are being met. The Community Engagement Team (CET) will continue to meet monthly and all stakeholders will be represented.</p>		
<p><b><u>Powers of the Receiver</u></b>          Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>			
Status (R/Y/G)	Analysis/Report Out		
	<p>The most significant use of the receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract with the teachers’ union which allowed each school in receivership to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed, known as the Election to Work Agreement (EWA). Furthermore, when a new Superintendent was appointed in August, she created a position devoted to the oversight of receivership schools (Chief of Innovation and Receivership Schools). The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.</p> <p>School #45 expects to be able to utilize the EWA process at the end of the 16-17 school year in order to retain staff committed to the key components of their EWA, which will allow the school to continue the momentum to continue to make progress.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part IV – *Instructional Technology Plan*

<b>Instructional Technology Plan</b>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	<p>Presently, the school has 11 laptop carts, one for each grade level in Grades 3-6. The quality of the technology is poor; however, the school anticipates an upgrade in technology pending SMART Schools Bond funding. Grades K-2 have iPads and desktop computers inside of classrooms. Grades 7-8 have laptop carts and the use of the computer lab. With the pending SMART Schools Bond funding, 3:1 technology (Chromebooks) will be extended into Grades 7-8 and potentially other grades as well.</p> <p>Tiered professional development pertaining to integration of technology into instruction is available district-wide and is mandatory for teachers using Chromebooks within their classrooms, and the school works with a centrally-deployed Technology Teacher on Assignment to provide professional development and subsequent classroom-embedded coaching to teachers on integration of technology within instruction.</p>
2.	Use of technology in the classroom	As stated above, Chromebooks, Laptops, Desktops and iPads are accessible throughout the building. SMARTBoards and Document Cameras are utilized in every classroom.



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			Instructional software is used as an intervention tool in small groups and whole class. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities.
<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 V – Budget**

**Budget Analysis**

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
1.0 grade 7-8 TOA		All 7-8 grade classrooms have transitioned from straight lecture to flexible grouping based on data. Block scheduling is occurring for all middle school classrooms. Targeted PLC’s are being lead each with which will focus on the roll out of the instructional priorities. Team support has been established. Last year at this time 80 students were failing three or more classrooms. This year



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		only three are.
0.5 School Counselor		Our counselor is working with the 7-8 instructional coach to implement a targeted team support time where she can provide socio-emotional support to students, support their monitoring of grades and better understand the challenges preventing students from passing. Last year at this time 80 students were failing three or more classrooms. This year only three are. Having our coach support our students as they fall of academic track has been a huge gain but we need additional support in meeting the many mental health needs of our students.
1.5 Intervention Teachers		This year we have added an RTI block outside of the readers and writers workshop which will provide a dose of intervention to students in addition to the reader’s workshop and allow us to double the supports we are providing.
1.5 Instructional Coaches		We have been able to provide intensive instructional coaching to every teacher that requests it with a special focus on the many new teachers.
Teacher Extra Hourly Pay- 500.5 hours X \$39.00/hour; approx. 3 teachers X 176 hours (1 hour per day X 176 days)		This money has allowed us to pay classroom teachers to stay and lead the leadership block. Having teachers stay instead of partners has decreased many behavioral challenges we were encountering while rolling out the 7 Habits of Highly Effective Students and an effective block that promotes student leadership in self, school and society.
1.0 SSO		The third SSO allows us to maintain a responsive environment as the many mental health and behavioral needs arise.



## Part VI: *Best Practices (Optional)*

### Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Team Support	We implemented a block of time in the 7-8 grade schedules that is manned by a classroom teacher, a support teach and a school counselor. The purpose of this time is to ensure every child has all of their work turned in, socio-emotional needs met and to provide additional support and tutoring as needed. It has provided a safety net to catch kids before they fall off track and the interventions they need to find success.
2.	Leadership Block	Each student attends a leadership block for 45 minutes every day where they focus on leadership in self, school and society. Students are asked to complete a legacy project that will leave the world a better place, community service, and service to the school while incorporating the 7 Habits of Highly Effective People.




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Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Barbara Deane-Williams  
Signature of Receiver:   
Date: 11/7/16

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Michael Boehm



Signature of CET Representative: Date: 10/28