

# Receivership Schools ONLY

## Quarterly Report 2: *October 31, 2016 to January 30, 2017*

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	Beth Mascitti-Miller, Chief of Intensive Supports and Innovation Michele Alberti, Executive Director of School Innovation Carrie Pecor, Director of Program Accountability		PK-8	6.4% as of 1/25/17	14.4% as of 1/25/17	596 as of 1/25/17
	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.



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.

**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>• Teacher WIGS (Wildly important Student Goals)</li> <li>• Middle School Report Card Analysis</li> <li>• Data Wall Establishment</li> <li>• Block Scheduling Calibration 7-8</li> <li>• Phonics Screener/Phonemic Awareness Screener</li> <li>• Sight word assessments</li> <li>• Kindergarten Screening-percentage of kids knowing letters sounds</li> <li>• IReady</li> <li>• Lucy Calkins Running Reading Records- % of kids hitting benchmark RRR</li> <li>• Writing -percentage of students who showed growth from pre-to post</li> </ul>	<p><b>NWEA ELA Outcomes</b></p> <p><b>45% of students met their NWEA ELA growth targets</b></p> <p><b>18% of students moved up proficiency bands in ELA</b></p> <p><b>40% of students moved up percentiles</b></p> <p><b>51% of students moved down percentiles</b></p> <p><b>8% of students made no growth in percentiles</b></p>

Receivership Quarterly Report – 2nd Quarter  
 October 31, 2016 - January 30, 2017  
 (As required under Section 211-f(11) of NYS Ed. Law)



Teacher	Met Growth	Up Band
Nies	9/22	4
Tarnowski	5/22	3
Walford	5/25	1
Bowman	11/19	3
Gibaldi	2/20	0
Jaffarian	9/20	5
Bizzigoffi	5/14	1
Squier	5/16	3
Williams	6/16	3
Harasimowitz	6/13	2
Hudson	9/16	5
Paige	7/17	2
White	7/14	4
Bearce	6/18	2
Dowd	9/19	3
Ratner	9/19	6
Davis	11/20	4
Szkiany	8/17	1
Banahene	11/21	6
Phillips	12/22	7
Mulvehill	0/6	0
Donaldson	3/5	0
Bewick	1/5	0
Richter	7/11	3
Casey	9/11	2
Grabb	5/7	1
Paginin	10/13	3
7-1	10/20	4
7-2	11/22	6
8-1	14/18	5
8-2	6/19	3
8-3	9/23	5
<b>Total:</b>	237/530=45%	97

Teachers use the data by grade level to look at each group of students and determine next steps for groupings. This semester teachers not only analyzed growth data, they also started to track movement up proficiency bands.



						<p><b>Analysis:</b> More students are hitting growth targets and students are starting to move up proficiency bands, which will better help to predict state exam performance. District and school trends typically show a dip in the winter and a jump in the spring. Deeper analysis to determine causes of this is occurring district wide.</p> <p><b>RIT Band ELA Outcomes</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Reading Winter 2017</th> <th style="text-align: center;">Reading Winter 2016</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td style="text-align: center;">138.8</td> <td style="text-align: center;">143</td> </tr> <tr> <td>Grade 1</td> <td style="text-align: center;">155.4</td> <td style="text-align: center;">159.5</td> </tr> <tr> <td>Grade 2</td> <td style="text-align: center;">173.7</td> <td style="text-align: center;">171.5</td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">181.6</td> <td style="text-align: center;">181.2</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">190.1</td> <td style="text-align: center;">193</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">199.1</td> <td style="text-align: center;">194.7</td> </tr> <tr> <td>Grade 6</td> <td style="text-align: center;">206</td> <td style="text-align: center;">199.7</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">207.5</td> <td style="text-align: center;">203.1</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">207.7</td> <td style="text-align: center;">203.6</td> </tr> </tbody> </table> <p><b>Analysis:</b> An increase is noted in RIT Band ELA scores in grades 2,3,5,6,7,8. Potential causes for the dip in grade 4 are that there are two brand new teachers, and one teacher out on leave. Kindergarten has historically been a developmental challenge; the school has substantially increased their instructional focus with the units of study; potentially causing “growing pains” from last year.</p>		Reading Winter 2017	Reading Winter 2016	Kindergarten	138.8	143	Grade 1	155.4	159.5	Grade 2	173.7	171.5	Grade 3	181.6	181.2	Grade 4	190.1	193	Grade 5	199.1	194.7	Grade 6	206	199.7	Grade 7	207.5	203.1	Grade 8	207.7	203.6
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						<p><b>Percentage of Student Goals that Teachers Met Outcomes</b></p> <p><b>November WIGS and PIGS</b>                  Teachers met 46% of their goals In November.</p> <p><b>February Wigs and PIGs</b>                  Teachers met 47% of their goals In November.</p> <table border="1" style="width: 100%;"> <tr><td>K</td><td>48/69 (70%)</td></tr> <tr><td>1</td><td>34/67 (51%)</td></tr> <tr><td>2</td><td>25/52 (49%)</td></tr> <tr><td>3</td><td>31/65 (48%)</td></tr> <tr><td>4</td><td>43/68 (63%)</td></tr> <tr><td>5</td><td>27/50 (54%)</td></tr> <tr><td>6</td><td>26/50 (52%)</td></tr> <tr><td>Total</td><td>234/420 (56%)</td></tr> </table> <p>Analysis: Teachers at School #45 increased the level of rigor in their goal setting, possibly leading to stagnant growth. Mindset has been identified as a substantial barrier - not all staff believe all students can meet their goals, despite the fact that student goals are set at a developmental level.</p> <p><b>Student WIGs</b></p>	K	48/69 (70%)	1	34/67 (51%)	2	25/52 (49%)	3	31/65 (48%)	4	43/68 (63%)	5	27/50 (54%)	6	26/50 (52%)	Total	234/420 (56%)
K	48/69 (70%)																					
1	34/67 (51%)																					
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Total	234/420 (56%)																					



	Up 1 or More Reading Levels	Up 2 or More Reading Levels
Grade 1	15/18 (83%)	19/49 (39%)
Grade 2	20/31 (65%)	5/20 (25%)
Grade 3	22/42 (52%)	9/23 (39%)
Grade 4	29/41 (71%)	14/27 (52%)
Grade 5	18/24 (75%)	9/26 (35%)
Grade 6	7/7 (100%)	19/43 (44%)
<b>Total</b>	<b>111/163 (68%)</b>	<b>75/188 (40%)</b>

**Analysis:** School #45 has not focused on leveled reading for years. Students, and many teachers, are just beginning to understand the significance of reading appropriate level text. Shifting to Calkins’ running reading records is helping with building this understanding, as is established reading conferences. (See chart below for class-by-class results.) Most classes that show 0 growth are ASD classrooms. This school has begun to research effective programs to teach comprehension to students with ASD, has selected and purchased several, and is optimistic that this will help tackle this area of need.





					<p><b>Additional Running Reading Records Data Outcomes</b></p>
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				Running Reading Record Winter Data	
				%	Meeting Benchmark
				Nies	52 12/23
				Tarnowski	77 17/22
				Wolford	68 17/26
				Bowman	70 14/20
				Gifaldi	60 12/20
				Jaffarian	25 5/20
				Bizigotti	61 8/13
				Squier	50 8/16
				Williams	19 3/16
				Harasimowitz	27 4/15
				Hudson	31 5/13
				Paige	28 5/18
				White	53 8/15
				Bearce	16 3/19
				Dowd	21 4/19
				Ratner	0 0/19
				Davis	55 11/21
				Szklany	16 3/19
				Banahene	5 1/20
				Phillips	0 0/20
				Mulvehill	0 0/6
				Donaldson	0 0/6
				Bewick	0 0/6
				Richter	17 2/12
				Casey	0 0/11
				Grabb	14 1/7
				<b>Total:</b>	<b>34% 143/422</b>



					<p><b>Sight Word Data Outcomes</b></p> <table border="1"> <thead> <tr> <th colspan="4">Winter 2017 Placement of Kids in Sightword Bands</th> </tr> <tr> <th>Band</th> <th>K</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>0-10</td> <td>28%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>11--20</td> <td>22%</td> <td>6%</td> <td></td> </tr> <tr> <td>21-30</td> <td>22%</td> <td>4%</td> <td></td> </tr> <tr> <td>31-40</td> <td>13%</td> <td>2%</td> <td></td> </tr> <tr> <td>41-50</td> <td></td> <td>3%</td> <td></td> </tr> <tr> <td>51-75</td> <td></td> <td>18%</td> <td></td> </tr> <tr> <td>76-100</td> <td></td> <td>10%</td> <td></td> </tr> <tr> <td>101-150</td> <td></td> <td>21%</td> <td>14%</td> </tr> <tr> <td>151-200</td> <td></td> <td>19%</td> <td>63%</td> </tr> <tr> <td>201+</td> <td></td> <td></td> <td>20%</td> </tr> </tbody> </table> <p><b>Analysis:</b> In the area of sight words and PSI decoding skills, the school has established a school-wide goal of exiting all children by the end of third grade. Data shows growth in students progressing through sight word bands. The school has made significant progress over the past two years; last year 24 third graders did not know their letters or sounds.</p> <p><b>Phonic Screener School Wide Outcomes</b></p>	Winter 2017 Placement of Kids in Sightword Bands				Band	K	1	2	0-10	28%	2%	2%	11--20	22%	6%		21-30	22%	4%		31-40	13%	2%		41-50		3%		51-75		18%		76-100		10%		101-150		21%	14%	151-200		19%	63%	201+			20%
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					# of students qualified to take PSI Fall 2016 (Grades 1-5)	Percentage of students that exited PSI Winter 2017	Percentage of students that met their grade level benchmark Winter 2017
					199	32/199=16%	108/199=54%
					<p><b>Analysis:</b> School #45's goal is to exit all children out of the PSI by the end of third grade within the next two years. This semester, the school was able to exit 32 students. Last year we had many fifth and sixth graders still working on this decoding continuum.</p> <p><b>Phonics Screener Grade Level Outcomes</b></p>		



Grade Level	Total # of students qualified to take PSI Fall 2016 (Grades 1-5)	Percentage of students that exited PSI Winter 2017
First Grade	64	0%
Second Grade	43	19%
Third Grade	52	27%
Fourth Grade	27	41%
Fifth Grade	9	44%
Total # of students qualified to take PSI Fall 2016 (Grades 1-5)	Percentage of students that exited PSI Winter 2017	Percentage of students that met their grade level benchmark Winter
195	32/195=16%	108/195=55%

**Analysis:** Data shows a significant decrease in the number of students at the older grade levels needing support with decoding skills.

**School Wide Writing Growth Outcomes**



						<p><b>Mary McLeod Bethune #45 Writing Growth</b></p> <p>Writing Unit 2 Pre and Post Assessment</p> <p><b>Unit 2 Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>Total Students Assessed</th> <th>Growth</th> <th>Stayed the Same</th> <th>Decreased</th> </tr> </thead> <tbody> <tr> <td>Grade K</td> <td>70</td> <td>64%</td> <td>36%</td> <td>0%</td> </tr> <tr> <td>Grade 1</td> <td>57</td> <td>63%</td> <td>35%</td> <td>2%</td> </tr> <tr> <td>Grade 2</td> <td>47</td> <td>77%</td> <td>23%</td> <td>0%</td> </tr> <tr> <td>Grade 3</td> <td>62</td> <td>42%</td> <td>45%</td> <td>13%</td> </tr> <tr> <td>Grade 4</td> <td>48</td> <td>83%</td> <td>16%</td> <td>0%</td> </tr> <tr> <td>Grade 5</td> <td>43</td> <td>86%</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Grade 6</td> <td>45</td> <td>40%</td> <td>47%</td> <td>13%</td> </tr> <tr> <td><b>Total</b></td> <td><b>372</b></td> <td><b>64%</b></td> <td><b>32%</b></td> <td><b>4%</b></td> </tr> </tbody> </table> <p><b>Analysis:</b> Students are showing steady growth in this areas. As the school transitions to a new writing program, teachers and students are becoming aware of the assessment criteria embedded within, and how to move students forward along progressions. While we are experiencing a learning curve regarding implementation of this new program, steady growth is still occurring.</p> <p><b>Middle School Report Card Outcomes</b>                  Progress Reports- In the first quarter last year 80 students out of 125 in grades 7-8 were failing 3</p>		Total Students Assessed	Growth	Stayed the Same	Decreased	Grade K	70	64%	36%	0%	Grade 1	57	63%	35%	2%	Grade 2	47	77%	23%	0%	Grade 3	62	42%	45%	13%	Grade 4	48	83%	16%	0%	Grade 5	43	86%	14%	0%	Grade 6	45	40%	47%	13%	<b>Total</b>	<b>372</b>	<b>64%</b>	<b>32%</b>	<b>4%</b>
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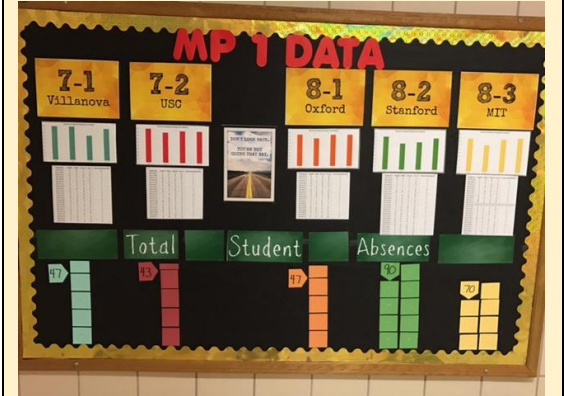


					<p>or more subjects as seen on interim reports. In the first quarter this year, only 3 students are failing 3 or more classes. At the five week marking period, 16 students were failing 3 or more classes. 6 of these students, 6 are new to us with significant behavior challenges. Second semester report cards show only 11 children failing in middle school.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #c6e0b4;"> <th style="padding: 5px;">Section/MP 2</th> <th style="padding: 5px;">3 or more Fs</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">7-1</td> <td style="padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;">7-2</td> <td style="padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">8-1</td> <td style="padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">8-2</td> <td style="padding: 5px;">6</td> </tr> <tr> <td style="padding: 5px;">8-3</td> <td style="padding: 5px;">2</td> </tr> </tbody> </table> <p><b>Analysis:</b>                  School #45 is making significant growth in grades 7 and 8. The school has implemented block scheduling, which allows for more in-depth teaching, as well as a block of time called “Team Support,” where students can catch up on missed work or receive extra support. These structures have contributed to the significant decrease in the number of students failing classes. In January, the school conducted 1:1 meetings with every failing middle schooler, and developed a plan of action with input from the students and their parents.</p>	Section/MP 2	3 or more Fs	7-1	2	7-2	1	8-1	0	8-2	6	8-3	2
Section/MP 2	3 or more Fs																
7-1	2																
7-2	1																
8-1	0																
8-2	6																
8-3	2																



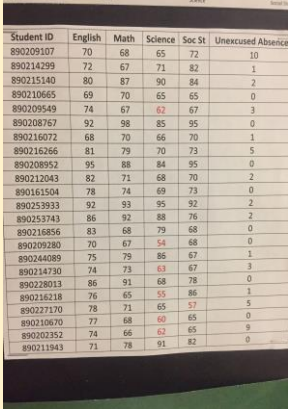
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**Data Walls Outcomes**  
The school is implementing Data Walls with more fidelity, as 89% of teachers are now participating, compared to 65% in the fall. Walls are used to celebrate growth and ensure that students know where they are and where they need to be. A middle school data wall has been established and posted in the middle school wing. This wall displays data for each student, including the subjects they are passing and failing, as well as their attendance. See below.







					 <p><b>Analysis:</b> Both teachers and students are better able to articulate their data performance and goals, contributing to the school's shift towards creating a culture that infuses data analysis in multiple ways.</p>																		
<p><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></p>		19	<p>&lt; 6 Serious Incidents or at least a 15% reduction</p>	<p>Long Term Suspension Data                  Out of School Suspensions Data                  Serious Incident Data                  Behavioral Referral Data                  ATS Data                  Reconnect data                  Long Term Data                  Monthly Data Trackers                  Mediations Workshop Data</p>	<p><b>Long term Suspension Outcomes</b></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> </tr> </thead> <tbody> <tr> <td><b>Sept.</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td><b>Oct.</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td><b>Nov.</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td><b>Dec.</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td><b>Jan.</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>3</b></td> </tr> </tbody> </table> <p><b>Analysis:</b> School #45 has had an increase of 4 long-term suspensions this quarter. The actions of these 8 students were extremely egregious;</p>		2015-16	2016-17	<b>Sept.</b>	<b>1</b>	<b>2</b>	<b>Oct.</b>	<b>0</b>	<b>1</b>	<b>Nov.</b>	<b>1</b>	<b>0</b>	<b>Dec.</b>	<b>1</b>	<b>2</b>	<b>Jan.</b>	<b>1</b>	<b>3</b>
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					<p>the school felt suspensions needed to be administered in order to set precedent with the middle school. Prior to suspension, the school provided various supports to these students, but acknowledges a greater need to successfully address the mental health of students overall. As a result, the school has recently formed a partnership with Genesee Mental Health that will allow for a significant increase in counseling supports provided to students. Data regarding this partnership will be provided in the next quarterly report.</p> <p><b>Out of School Suspension Outcomes</b>                  As of 1/25/17 there have been 33 suspensions; 26 fewer suspensions from this date in 2015 - 2016.</p> <p><b>Analysis:</b> As research has shown, student achievement is positively impacted when students attend school. Additionally, anecdotal evidence suggests that students at school #45 prefer out-of-school suspensions; for these reasons the school has attempted to provide in-school consequences as much as possible.</p> <p><b>Out of school suspensions for the year 2015-2016</b></p> <table border="1"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>Sept.</td> <td>13</td> <td>2</td> </tr> </tbody> </table>		2015-16	2016-17	Sept.	13	2
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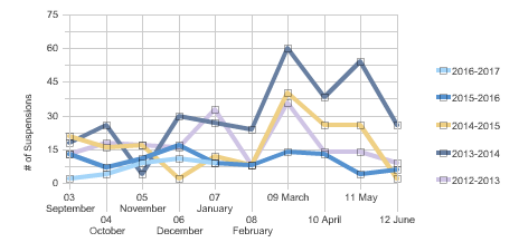


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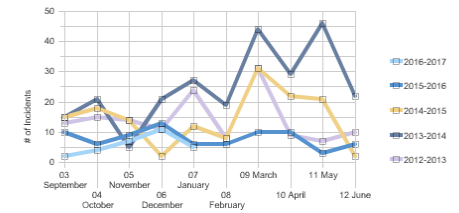
Oct.	16	4
Nov.	11	9
Dec.	17	11
Jan.	27	15

**Serious Incident Outcomes:**  
 There has been 1 Serious Incident YTD.

Suspensions by Month



Incidents by Month



**Behavioral Referral Outcomes**  
 At this time last year, 893 students had received behavior referrals. This year, to date, the school students have received a total of 595 behavior



					<p>referrals. The electronic referral system used at School #45 has been further updated to include detailed graphs and charts to help with data analysis.</p> <p><b>Analysis:</b> The school has embraced the following two philosophies pertaining to student behavior this year:</p> <ol style="list-style-type: none"> <li>1. Instruction will not be impacted by behavior.</li> <li>2. Advocate with maturity at all times.</li> </ol> <p>One contributing factor to the decrease in referrals is a consistent focus on these two philosophies, in alignment with the encouragement of students to view themselves as leaders. As long as instruction is not impacted, students are afforded freedoms that they haven't been afforded in the past. For example: students are no longer scanned upon entry into the building, they are allowed to have cell phones in their possession and if they are cold, they can wear "hoodies".</p> <p><b>ATS Outcomes</b>                  ATS referrals are dropping significantly, despite the placement of several students with significant behavior needs at School #45.                  Number of ATS referrals below:</p>
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					<p>October 62                  November 25                  December 14                  January 18</p> <p><b>Analysis:</b> The significant decrease in referral numbers can largely be attributed to the aforementioned reasons. Incidentally, the school recently completed a “middle school reset,” raising behavior expectations. The school anticipates a slight rise in referrals as a result of students and staff adjusting to the new expectations.</p> <p><b>Monthly Big Picture Data Outcomes:</b>                  The school has been tracking school wide data monthly. See below:</p> <div data-bbox="1438 795 1837 1242" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">October</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Results</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr> <td>Student Absences</td> <td>91.5</td> <td>Patty</td> </tr> <tr> <td>Chronic Absences</td> <td>111</td> <td>Patty</td> </tr> <tr> <td>Number of Parents Involved in School</td> <td>420</td> <td>Patty</td> </tr> <tr> <td>Staff Absences</td> <td>12 - 1/2016 13 - 1/2017</td> <td>Mary Jane</td> </tr> <tr> <td>Number of Days Without a Sub</td> <td>2</td> <td>Mary Jane</td> </tr> <tr> <td>Number of OSS</td> <td></td> <td>Steve</td> </tr> <tr> <td>Number in ATS</td> <td>21</td> <td>Blackman</td> </tr> <tr> <td>Number in Reconnect</td> <td>209</td> <td>Bundy</td> </tr> <tr> <td>Number of Academic Referrals to RTI Team</td> <td>0</td> <td>Patti</td> </tr> <tr> <td>Number of Behavioral Referrals to RTI team</td> <td>12</td> <td>Patti</td> </tr> <tr> <td>Academic CSE Referrals</td> <td>3</td> <td>Colleen</td> </tr> <tr> <td>Behavior CSE Referrals</td> <td>0</td> <td>Colleen</td> </tr> <tr> <td>Mediations/Workshops Provided</td> <td>25/3</td> <td>Kajet/Zarate</td> </tr> <tr> <td>% of Students Who Met Growth Targets</td> <td>NA</td> <td>Metras</td> </tr> <tr> <td>% of Students Who Met National Norms</td> <td>NA</td> <td>Metras</td> </tr> </tbody> </table> </div>	Measure	Results	Person Responsible	Student Absences	91.5	Patty	Chronic Absences	111	Patty	Number of Parents Involved in School	420	Patty	Staff Absences	12 - 1/2016 13 - 1/2017	Mary Jane	Number of Days Without a Sub	2	Mary Jane	Number of OSS		Steve	Number in ATS	21	Blackman	Number in Reconnect	209	Bundy	Number of Academic Referrals to RTI Team	0	Patti	Number of Behavioral Referrals to RTI team	12	Patti	Academic CSE Referrals	3	Colleen	Behavior CSE Referrals	0	Colleen	Mediations/Workshops Provided	25/3	Kajet/Zarate	% of Students Who Met Growth Targets	NA	Metras	% of Students Who Met National Norms	NA	Metras
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### December

Measure	Results	Person Responsible
Student Absences	87.3	Patty
Chronic Absences	77	Patty
Number of Parents Involved in School	813	Patty
Staff Absences	127 / 9-10	Mary Jane
Number of Days Without a Sub	3	Mary Jane
Number of OSS	12	Steve
Number in ATS	14	Blackman
Number in Reconnect	165	Bundy
Number of Academic Referrals to RTI Team	25	Patti
Number of Behavioral Referrals to RTI team	1	Patti
Academic CSE Referrals	2	Colleen
Behavior CSE Referrals	2	Colleen
Mediations/Workshops Provided	20/27/101	Kajet/Zarate
% of Students Who Met Growth Targets	NA	Metras
% of Students Who Met National Norms	NA	Metras

**Analysis:** One of the school’s goals is to encourage staff to begin to “own” their data and start having conversations independently pertaining to how to improve outcomes. This practice has also begun to establish a distributive accountability model.

**Mediations / Workshops Provided Outcomes**  
 The school has conducted 118 mediations this year, and has had 29 workshops around specific behavior target areas.

**Analysis:** Students are starting to self-advocate when there is a problem. The school has



					<p>experienced a significant decrease in fighting because students are becoming accustomed to asking for mediation proactively instead of reacting with a fight.</p>
<p><i>Indicator #9: 3-8 ELA                  All Students Level 2 &amp;                  Above</i></p>		<p>15%</p>	<p>42% or at least a 3%age point increase (18%)</p>	<p><b>All of the tools and data below can be found in indicator 1 above.</b></p> <ul style="list-style-type: none"> <li>● NWEA</li> <li>● Teacher WIGS (Wildly important Student Goals)</li> <li>● Middle School Report Card Analysis</li> <li>● Data Wall Establishment</li> <li>● Lesson Plan Calibration</li> <li>● Workshop Implementation Calibration K-6</li> <li>● Block Scheduling Calibration 7-8</li> <li>● Phonics Screener/Phonemic Awareness Screener</li> <li>● Sight word assessments</li> <li>● Kindergarten Screening-percentage of kids knowing letters sounds</li> <li>● IReady-liz</li> <li>● Lucy Calkins Running Reading Records- % of kids hitting benchmark RRR</li> <li>● Writing -percentage of students who showed growth from pre-to post</li> </ul> <p><b>Other data tools include:</b></p> <ul style="list-style-type: none"> <li>● Lesson Plan Calibration</li> <li>● Workshop Implementation Calibration K-6 Walkthrough data</li> <li>● 7th and 8th grade Block Scheduling Calibration</li> </ul>	<p>In this quarter the School #45 continues to focus 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 writing. Instructional priorities this year 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 literacy across the content areas. The walkthrough tool was used to perform two calibration walks, one with a focus on lesson planning and one with a lens on the workshop model. See data below:</p> <p><b>Lesson Plan Calibration Outcomes</b></p>





				<ul style="list-style-type: none"> <li>● Good to Great Meeting Protocol</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>
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**SCHOOL 45 ADMINISTRATOR WALKTHROUGH**  
**FOCUS: LESSON PLANNING**  
 DATE: November 2016

WORKSHOP COMPONENTS	You Got It!	Starting		Let's Talk!	Comments
		#	Tot		
Week long plans provided for all Instructional Blocks including Advisory, Leadership, D.S.	66%	9%	25%		<b>Visit Strengths:</b> <ul style="list-style-type: none"> <li>• Standards based planning with I can statements aligned to lesson plans</li> <li>• Week long plans for all instructional blocks</li> <li>• Workshop Model with mini-lesson, work period and closing</li> </ul> <b>Areas for Continued Work:</b> <ul style="list-style-type: none"> <li>• Data Driven planning</li> <li>• HOT questions</li> <li>• Leadership &amp; Advisory plans need to be more detailed and embed the 7 Habits</li> <li>• Little evidence of use of rubrics and/or progressions across all content areas</li> </ul>
Data Driven Planning -Formative and summative assessments (checks for understanding, exit tickets, etc.)	47%	22%	31%		
Evidence of standards based planning using relevant and appropriate learning targets aligned to lesson plan	72%	9%	19%		
Workshop Model- Mini-lesson, work period, closing aligned with learning target/teaching point	63%	19%	19%		
Planning for HIGH Levels of student engagement (IT's, technology, movement etc.)	56%	9%	34%		
Differentiation/ Flexible Grouping (small groups, strategy groups, conferences)	50%	16%	34%		
HOT Questions	19%	25%	56%		
7 Habits embedded into plans	34%	26%	38%		
Rubrics are used for assignments and students use the rubric to evaluate their own work	13%	6%	81%		

**Analysis:**

**Strengths:**

- Standards based planning with “I can...”
- Statements aligned to lesson plans were observed
- Week-long plans for all instructional blocks were observed
- Instruction was delivered via the Workshop Model with mini-lesson, work period and closing.

**Areas in Need of Improvement:**

- Data Driven planning
- HOT questions
- Leadership & Advisory plans need to be more detailed and embed the 7 Habits of Successful People
- Little evidence of use of rubrics and/or progressions across all content areas



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**Workshop Implementation Calibration K-6 Outcomes**

SCHOOL 48 ADMINISTRATOR WALKTHROUGH				
FOCUS: LESSON PLANNING				
DATE: November 2016				
WORKSHOP COMPONENTS	You Got It!	Starting To!	Let's Talk!	Comments
Week long plans provided for all Instructional Blocks including Advisory, Leadership, D.S.	66%	9%	25%	<b>Valid Strengths:</b> <ul style="list-style-type: none"> <li>Standards based planning with I can statements aligned to lesson plans</li> <li>Week long plans for all instructional blocks</li> <li>Workshop Model with mini-lesson, work period and closing</li> </ul> <b>Areas for Continued Work:</b> <ul style="list-style-type: none"> <li>Data Driven planning</li> <li>HOT questions</li> <li>Leadership &amp; Advisory plans need to be more detailed and embed the 7 Habits</li> <li>Little evidence of use of rubrics and/or progressions across all content areas</li> </ul>
Data Driven Planning -Formative and summative assessments (checks for understanding, exit tickets, etc.)	47%	22%	31%	
Evidence of standards based planning using relevant and appropriate learning targets aligned to lesson plan	72%	9%	19%	
Workshop Model-Mini-lesson, work period, closing aligned with learning target/measuring point	63%	19%	19%	
Planning for HIGH Levels of student engagement (IPEL, technology, movement, etc.)	56%	9%	34%	
Differentiation/ Flexible Grouping (small groups, strategy groups, conferences)	50%	16%	34%	
HOT Questions	19%	25%	56%	
7 Habits embedded into plans	34%	28%	38%	
Rubric are used for assignments and students use the rubric to evaluate their own work	13%	6%	81%	



					<p><b>Analysis:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Workshop format with mini-lesson and worktime established</li> <li>● Consistent use of anchor charts in some classrooms</li> </ul> <p><b>Areas in Need of Improvement:</b></p> <ul style="list-style-type: none"> <li>● Mini-lessons need to be shortened – most lasted almost 20 minutes.</li> <li>● Remember the 4 components of a mini-lesson – connection, teaching, active engagement and link</li> <li>● Clear learning targets (“I can...” statements) need to be shared and reviewed throughout the lesson</li> <li>● Use of learning progressions and rubrics during conferences</li> <li>● Sustained, engaged and accountable reading and writing periods</li> </ul> <p><b>Block Scheduling Calibration 7-8 Outcomes</b></p>
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Receivership Quarterly Report – 2nd Quarter  
 October 31, 2016 - January 30, 2017  
 (As required under Section 211-f(11) of NYS Ed. Law)



SCHOOL 45 ADMINISTRATOR WALKTHROUGH					
FOCUS: Instructional Priority Grades 7-8					
DATE: January 2017					
WORKSHOP COMPONENTS	You Got It	Starting To	Let's Talk	NA	Comments
Workshop format (Mini lesson, Worktime, and Closing)	25%	25%	50%	0%	<b>Visit Strengths:</b> Big changes are happening in middle school. Expectations are becoming so much clearer. In some rooms, students have a procedure for entering and exiting and they are doing great with this higher level of expectation. In some rooms, small group instruction is happening at various levels while the teacher meets with groups. Student engagement is showing big improvements.
Standards-based mini lessons connected to focused learning targets through direct instruction	0%	25%	75%	0%	<b>Areas for Continued Work:</b> We are starting to see small group instruction happening more often! (WOCHOC) It is great that not every child is receiving the same assignment in most rooms, which means people are using data to form groups! We need to examine what the teacher is doing while they are working in groups. Learning targets were missing in all rooms, which means the closing would be lacking too. Learning targets have been around for years so it is not usually because of weak planning. Please work to address this.
Student interactions with one another are on task and display evidence of accountable talk	25%	0%	75%	0%	<b>Recommendations:</b>
Work period task should be aligned with the learning target	0%	25%	75%	0%	
Formative and Summative assessments	0%	0%	50%	50%	1. While small groups are happening, you should be leading direct instruction to help kids who are behind. We see a lot of teachers floating around or sitting at their desks instead of planned instruction. 2. Clear up in how to plan from the standards <b>Unassisted</b>
Student engagement is strong using well planned out engagement strategies and/or various forms of multimedia	25%	50%	25%	0%	3. Develop a clear understanding of how the standard connects to the mini lesson, work period and closing. 4. Administrative team needs to start looking at district academic assessment policy, grade books and assessments.
When asked students articulate what they are learning	25%	25%	50%	0%	5. Use rubrics so students know expectations of assignments.

**Analysis:**

**Strengths:**

The school notes that instructional and behavioral expectations are becoming clearer; students are becoming increasingly successful in meeting them. Student engagement is increasing, evidenced by small group, differentiated instruction observed in classrooms.

**Areas in Need of Improvement:**

The school notes that while assignments are differentiated and teachers are using data to form groups, learning targets need more focus, including presenting them at the beginning of instruction and revisiting at the end. More detailed, careful planning of instruction has been communicated as a method in improving the development and use of learning targets.



					<p>The school has now organized “Good to Great” meetings with each individual teacher so that each teacher has an opportunity to reflect on his/her data and determine next steps with his/her supervisors.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="background-color: #e1bee7;"><b>Teacher :</b></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Mary McLeod Bethune School 45 Good to Great meeting February 2017</b></td> </tr> <tr> <td style="background-color: #e1bee7;"><b>Celebrations</b></td> <td></td> <td colspan="2"> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ul> </td> </tr> <tr> <td rowspan="2" style="background-color: #e1bee7;"><b>Accountability</b></td> <td style="background-color: #e1bee7;"><b>Data</b></td> <td style="background-color: #e1bee7;"><b>What story does your data tell?</b></td> <td> <ul style="list-style-type: none"> <li>R/R</li> <li>LACW</li> <li>Unit Assessments pre/post</li> <li>Benchmarks</li> <li>Progress monitoring</li> <li>Formative Assessment</li> </ul> </td> </tr> <tr> <td style="background-color: #e1bee7;"><b>Professional Growth</b></td> <td style="background-color: #e1bee7;"><b>What Steps are you taking to Improve your data?</b></td> <td> <ul style="list-style-type: none"> <li>Data standards/progression planning</li> <li>Unit/module pacing</li> <li>DI and Intervention</li> <li>Conferencing</li> <li>ED/CLSPED Congruence</li> <li>Contact with and RTI provider</li> <li>SOC/Emo Needs addressed</li> </ul> </td> </tr> <tr> <td rowspan="2" style="background-color: #e1bee7;"><b>Acknowledgement</b></td> <td style="background-color: #e1bee7;"><b>EWA and Instructional Priorities</b></td> <td style="background-color: #e1bee7;"><b>What are your successes and challenges with our instructional focus?</b></td> <td> <ul style="list-style-type: none"> <li>Investment in learning the new curriculum</li> <li>Participating in professional inquiry/PI</li> </ul> </td> </tr> <tr> <td style="background-color: #e1bee7;"><b>Commitment to the School Community</b></td> <td style="background-color: #e1bee7;"><b>What contributions have you made to the school outside of your classroom?</b></td> <td> <ul style="list-style-type: none"> <li>Attendance at school wide events</li> <li>Supporting LIM</li> <li>Student Advocacy</li> <li>Parent involvement</li> <li>Willingness to apply feedback and grow</li> </ul> </td> </tr> <tr> <td rowspan="3" style="background-color: #e1bee7;"><b>Action</b></td> <td style="background-color: #e1bee7;"><b>Goal Setting</b></td> <td style="background-color: #e1bee7;"><b>What are your goals based on this discussion?</b></td> <td></td> </tr> <tr> <td rowspan="2" style="background-color: #e1bee7;"><b>Support</b></td> <td style="background-color: #e1bee7;"><b>What can we do to help you achieve your professional goals?</b></td> <td></td> </tr> <tr> <td style="background-color: #e1bee7;"><b>What additional PD do you need?</b></td> <td></td> </tr> </table> <p><b>Analysis:</b> Data not available yet</p>	<b>Teacher :</b>				<b>Mary McLeod Bethune School 45 Good to Great meeting February 2017</b>				<b>Celebrations</b>		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>		<b>Accountability</b>	<b>Data</b>	<b>What story does your data tell?</b>	<ul style="list-style-type: none"> <li>R/R</li> <li>LACW</li> <li>Unit Assessments pre/post</li> <li>Benchmarks</li> <li>Progress monitoring</li> <li>Formative Assessment</li> </ul>	<b>Professional Growth</b>	<b>What Steps are you taking to Improve your data?</b>	<ul style="list-style-type: none"> <li>Data standards/progression planning</li> <li>Unit/module pacing</li> <li>DI and Intervention</li> <li>Conferencing</li> <li>ED/CLSPED Congruence</li> <li>Contact with and RTI provider</li> <li>SOC/Emo Needs addressed</li> </ul>	<b>Acknowledgement</b>	<b>EWA and Instructional Priorities</b>	<b>What are your successes and challenges with our instructional focus?</b>	<ul style="list-style-type: none"> <li>Investment in learning the new curriculum</li> <li>Participating in professional inquiry/PI</li> </ul>	<b>Commitment to the School Community</b>	<b>What contributions have you made to the school outside of your classroom?</b>	<ul style="list-style-type: none"> <li>Attendance at school wide events</li> <li>Supporting LIM</li> <li>Student Advocacy</li> <li>Parent involvement</li> <li>Willingness to apply feedback and grow</li> </ul>	<b>Action</b>	<b>Goal Setting</b>	<b>What are your goals based on this discussion?</b>		<b>Support</b>	<b>What can we do to help you achieve your professional goals?</b>		<b>What additional PD do you need?</b>	
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<p><i>Indicator #15: 3-8 Math All Students Level 2 &amp; Above</i></p>		<p>15%</p>	<p>41% or at least a 3%age point increase (18%)</p>	<ul style="list-style-type: none"> <li>● RCSD Common Math Assessments</li> <li>● Math Checklists</li> <li>● NWEA</li> <li>● Kindergarten Screening</li> <li>● NYS 3-8 Analysis</li> <li>● District pre/post assessments</li> </ul> <p>See indicator #1 above</p> <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>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. Tracking systems for these are being created now with the support of the newly hired math specialists.</p> <p>Math Checklists have been created for every grade level to track student attainment of standards. These are color coded to show priority standards:</p>
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					<p>43% percent of students met their growth targets</p> <p>10 percent of kids moved up one or more NWEA Bands</p> <p><b>Analysis:</b> We need to shift our instructional focus to math soon and some resources from ELA to math in order to allow for further growth. This summer we will develop a strategic plan to address math, but much of the plan will depend upon much needed staffing.</p>
<p>Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)-</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. The school will focus on growth scores and moving up proficiency bands.</p> <p>A school wide goal of moving 25 percent of all students up the bands has been established. February ELA Data shows that we have moved 18% of our students up bands in ELA and 10% of our students up bands in Math.</p> <p><b>Analysis:</b>                  This is the first time we have looked at NWEA proficiency bands as a predictor of growth and need to develop some trend data to better understand it. One of the challenges that we</p>





					faced with this goal is that a proficiency band is 20 percentile points, so a student could potentially increase by 17 percentile points but still not move a band. A better analysis of band growth will occur from fall to spring.
<i>Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)-</i>		42.67	51.17 or minimum of a 1% increase for all students	See Indicator #1.	See Indicator #1.
<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	2016 NYS Science exam results indicated the school exceeded its goal for this indicator by increasing from 23% to 46% and goal was 44% at levels 3 or above.	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. Instructional coaches used the elements of this instructional priority to plan and provide Middle School professional development and coaching.



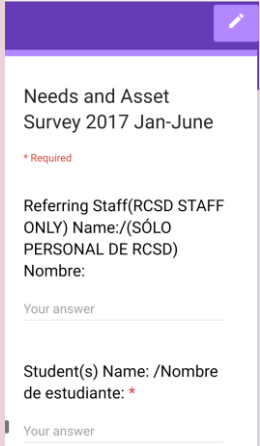
					<p>In the Fall, 84 % of students were passing science. (Marking Period 1)                  In January, 87% of middle school students were passing science. (Marking Period 2)</p> <p>Grade 4 classrooms have given a science pre-assessment to analyze student strengths and weakness. This will support instruction going forward with a focus on short responses. In addition, the grade level team, with coach support, has developed a plan to focus on performance tasks over the next couple of months.</p> <p>Additionally, the school is partnering with the University of Rochester and St. John Fisher College to provide support for good first teaching in science. An aspect of this collaboration is the redesign of the school greenhouse and its use to prepare for spring planting on the school grounds.</p> <p><b>Analysis:</b> The school acknowledges the need for continued work on this indicator. The school is meeting with an expert STEM coach to co-develop a plan that will better promote growth in science. The coach to dedicate a time to establishing the science labs in grades 4-8 and collecting baseline data.</p>
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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?
Indicator #2: Plan for and implement Community School Model		N/A	The Community Engagement Team sets transformation targets for the school year; 50% of the targets are met	<p>The community school coordinator is using a Community service referral form to be filled out by staff to help identify two students/ possible family need, that can be addressed to the benefit of the student</p> <p>The community School Coordinator has created a Needs and Asset survey as a tool to identify student as well as family needs/supports</p> <ul style="list-style-type: none"> <li>- Social in-school events to focus on parent/community Engagement</li> </ul>	<p>Community School Outcomes:</p> <ul style="list-style-type: none"> <li>• The Community Service Referral has received 49 responses toward achieving our goal of two per teacher:</li> </ul>  <ul style="list-style-type: none"> <li>• The School Coordinator has contacted 15 additional families this quarter directly by phone/mail outs in attempt to complete needs and assets surveys.</li> </ul>



					<ul style="list-style-type: none"><li>• A new Community School Coordinator was identified; he is working to affirm and expand partnership.</li><li>• Community job-posting board has been created and available to School 45 visitors.</li><li>• Attendance Action Team is making referrals directly to Community School Coordinator based on Success Mentor work with students and families to increase daily attendance of severely and chronically absent students.</li></ul>
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					<p>For my Child:/Para mi hijo(a):</p>
					<p>Timestamp</p>
					1/11/2017 12:22:48 Homework Helpers, Reading Tutoring, M
					1/11/2017 12:36:05 Homework Helpers, Reading Tutoring, M
					1/11/2017 12:50:23 Homework Helpers, Reading Tutoring, M
					1/11/2017 13:20:59 Reading Tutoring, Math Tutoring, Nutritio
					1/13/2017 12:12:38 Homework Helpers
					1/13/2017 12:18:48
					1/13/2017 12:44:18
					1/13/2017 12:59:52 Homework Helpers, Math Tutoring, Deali
					1/13/2017 13:16:00 Homework Helpers, Reading Tutoring, M
					1/13/2017 13:22:47 Homework Helpers, Reading Tutoring, M
					1/13/2017 13:59:35 Reading Tutoring, Math Tutoring, Healthy
					1/17/2017 10:29:27 Healthy Relationships Support, Violence
					1/17/2017 10:57:27 Homework Helpers/Tarea Ayudantes, Re
					1/17/2017 10:57:30 Homework Helpers/Tarea Ayudantes, Re
					1/17/2017 12:37:19 Music and Instrument Lessons/Leccione



					<p>A Partnership Quality Assurance Survey has been created:</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <h3>School 45's Community School Partnership Assessment</h3> <p><small>This assessment will help us develop a baseline of where each partnership is and next steps for strengthening our Community Schools Vision.</small></p> <p>Our Partnership has a clear vision aligned to the school's vision and instructional priorities.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Strongly Disagree   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   Strongly Agree</p> <p>Our Partnership has clearly articulated the goals we want to see for our children and a system for monitoring those goals.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Strongly Disagree   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   Strongly Agree</p> </div> <ul style="list-style-type: none"> <li>• Staff and partners have visited neighboring business owners and residents to increase community involvement. This included a door to door invite for upcoming workshop. A partnership is being established for bullying prevention with an area business.</li> </ul>
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					<ul style="list-style-type: none"> <li>● A monthly city-wide basketball tournament, students vs. community was held, involving five community male mentors and 12 students.</li> <li>● Credit repair workshop/ building credit score/management was established for families.</li> <li>● An afterschool partnership with Boys and Club has begun with approx. 70 students.</li> <li>● A partnership was created with Strong Museum. 180 students and their families attended a family event there, focused on exploration of diversity, at no cost. The partnership with the Memorial Art Gallery provided drawing, painting and sculpting lessons to over 200 children.</li> </ul> <p><b>Analysis:</b> The hire of a new Community Services Coordinator has improved partnerships between the school and community partners. The new Coordinator has a strong understanding of school operations and excels at thinking creatively to grow and foster relationships. The appointment of the new Coordinator, coupled with the RCSD’s development of a comprehensive community schools plan, will help to continue School #45’s growth in this area.</p>
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<p><i>Indicator #6: Family and Community Engagement (DTSDE Tenet 6)</i></p>		<p>Ineffective</p>	<p>Developing Rating</p>	<p>DTSDE Ratings: Tenet 6</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><b>Family and Community Support Outcomes:</b></p> <p>The following data has been collected this quarter:</p> <ul style="list-style-type: none"> <li>● 10-15 requests for food from parents</li> <li>● 20 food baskets put together for families for holidays</li> <li>● 150 phone calls to parents regarding attendance or tardiness</li> <li>● 8-10 McKinney-Vento transportation arrangements made</li> <li>● 20 conversations with parents requesting transportation</li> <li>● 34 home visits done for attendance reasons</li> <li>● 7 home visits done to get consents signed or arrange a meeting with teacher</li> <li>● 25 conversations with parents regarding issues at school, requesting communication with teacher or admin.</li> <li>● 63 conversations with parents regarding TDAP, vaccinations, school pictures, fundraisers, bus passes, etc</li> <li>● 6 PTO meetings held</li> <li>● 2 parent breakfasts held</li> <li>● 550 family members in attendance for Halloween in the Halloween</li> </ul>
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					<ul style="list-style-type: none"> <li>● 110 families in attendance for Winter Concert</li> <li>● Attendance Action Team created and meets every Friday morning,</li> <li>● 75 students assigned “Success Mentors”</li> <li>● 30% of students monitored daily are now periodic check-ins because of improved attendance</li> <li>● Met with CO Attendance Director establishing incentive programs to increase attendance such as “Motivational Mondays”</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Sept.</th> <th>Oct.</th> <th>Nov.</th> <th>Dec.</th> <th>Jan.</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>Student Absences</b></td> <td>90.4</td> <td>91.3</td> <td>90.5</td> <td>87.3</td> <td>89.4</td> </tr> <tr> <td style="text-align: left;"><b>Chronic Absences</b></td> <td>86</td> <td>111</td> <td>70</td> <td>77</td> <td>72</td> </tr> <tr> <td style="text-align: left;"><b>Parent Involvement</b></td> <td>104</td> <td>420</td> <td>185</td> <td>212</td> <td>132</td> </tr> </tbody> </table> <p><b>Analysis:</b> We have seen a significant drop in attendance on half-days, and the day before half-days, from last year to this year. (As low as 63%). This year automatic bussing was not given to kindergarteners like it has been in the first week of October. This caused a significant drop in attendance initially. Additionally, the school is</p>		Sept.	Oct.	Nov.	Dec.	Jan.	<b>Student Absences</b>	90.4	91.3	90.5	87.3	89.4	<b>Chronic Absences</b>	86	111	70	77	72	<b>Parent Involvement</b>	104	420	185	212	132
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					currently without a Home-School Assistant, which is impacting its ability to engage families. The school notes improvement in the decreased number of chronic absences this quarter, and attributes this to an improvement in transportation (specifically, bussing) that has been arranged to students with significant attendance issues. To date, the school has submitted 13 CPS referrals and has conducted 34 home visits. Distributing responsibility for attendance actions has contributed to improvements in student attendance.
<i>Indicator #14: 3-8 ELA ED Students Level 2 &amp; Above</i>		14%	39% or a minimum of a 3% increase in the group's academic performance	<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 students with attendance of 85% or greater will meet this target this year.</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> <p>The school has formed a partnership with Catholic Family Centers Anti-Poverty Initiative. 150 adults/heads of household from School 45 are now being sought out to participate in either the Anti-Poverty Initiative's Bridges to Success Program or the Family Independence Initiative, both with the goal of establishing economic self-sufficiency through mentoring and self-advocacy.</p>



					<p>Weekly Coaches' meetings are utilized to monitor the progress towards school wide instructional priorities, the allocation of resources and the impact of coaching initiatives.</p> <p>Monthly Troubleshooting/RTI Meetings review school protocols to monitor RTI expectations.</p> <p><b>Analysis:</b> School #45's community school approach continues to address issues caused by the pervasive poverty across the building. As the school provides more resources to families to address basic needs and mental health, it should continue to demonstrate a positive correlation in performance data.</p>
<p><i>Indicator #20: 3-8 Math ED Students Level 2 and Above</i></p>		14%	<p>35% or has a minimum of a 1% increase in the group's academic performance</p>	<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 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>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 in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicator #14.</p>



<p><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></p>		<p>N/A</p>	<p>Provide 200 hours of ELT</p>	<p>Aligned with our school vision of Growing a Community Of Leaders, the Lighthouse Committee conducted a pre-assessment on our progress towards becoming a LightHouse school using the Leader in Me rubric.</p> <p>A Leader in Me/Leadership Block survey was conducted with the entire staff in order to provide feedback on improving the leadership block and planning for future staff PD.</p>	<p>The rubric/assessment included the areas of Professional Learning, Student Learning, Family Learning, Leadership Environment, Shared Leadership and Leadership Events. Most areas are currently assessed as basic with some developing areas. This will be used to guide future decisions.</p> <p><b>Analysis:</b> School #45 has much growth to make on this school wide assessment. The support received from the Leader in Me Program dropped sharply. AS a result, the school is currently in the process of writing a grant that will increase their level of support. The school acknowledges a dire need to assign a staff member solely dedicated to coordination of this work.</p> <p>School leaders met with the Leader in Me consultant to plan next steps. LIM Booster Shot scheduled for 3/16/17 and Aligning Academics for Summer 2017.</p> <p>Leadership Day in the planning phase for June 8, 2017 including a student-led symposium, Leadership gallery and Leader of the Month Recognition.</p>
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					<p>The survey indicated, as follows, that teachers need additional support and resources in each area below:                  Leadership Lessons - 36% of teachers                  Data Leadership Notebooks - 29% of teachers                  Legacy Projects - 57% of teachers                  Club Day - 21% of teachers</p> <p><b>Analysis:</b> The school’s leadership team has spent a significant portion of its walkthrough time focusing on instructional priorities. Data collected and shared this quarter suggests a need to shift some attention to the leadership block and raise the level of expectations. Teachers need to become better aware of their class behavioral data so that the leadership block is more responsive to reoccurring behaviors to bring about great improvement.</p> <p>In November, the leadership block for grades K-6 began a “Club Day” once a week in which students have a choice of activities focused on Sharpening the Saw in the areas of Mind, Body and Soul. These activities include STEM, Drama, Art, Music, Fitness Fun, and STEP as well as similar activities.</p> <p>The LightHouse Team and grade level teams continue to develop and improve the format of the Eagle’s Nest each month. Once a month this</p>
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					<p>community meeting at Grades K-2, 3-6 and 7-8 highlights the Habit of the Month and other celebrations from various classrooms.</p> <p>Specialized summer programming is in the planning phase to further close the achievement gap. The school is researching additional partnerships to lengthen the summer school day for its students and families. This quarter, school leaders met with Earthworks to design a more engaging summer program with outside field experiences that focus on project-based learning.</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 core instructional program</i>		<b>DTSDE Recommendation:</b>



*Instructional priorities should be aligned with intentional lesson planning focused on the Common Core Learning Standards, incorporating assessments, a focus on higher order thinking questions and differentiation. Support for lesson and unit planning will be provided school wide and at the weekly PLC meetings. To address the balance between concept mastery and content coverage, a planning strategy such as Understanding by Design (UBD) should be implemented. By September 2016, teachers will produce well-designed unit plans for ELA and Math which will guide production of effective daily lessons which target the needs of all learners. They will use district resources to help in the production of these units.*

**Outcome:**

- The election to work agreement outlines specific lesson plan components that we were requiring. A pre-calibration walk was done showing the following data:



SCHOOL 45 ADMINISTRATOR WALKTHROUGH				
FOCUS: LESSON PLANNING				
DATE: November 2016				
WORKSHOP COMPONENTS	You Got It!	Starting To!	Let's Talk!	Comments
Week long plans provided for all Instructional Blocks including Advisory, Leadership, D.S.	66%	9%	25%	<b>Visit Strengths:</b> <ul style="list-style-type: none"> <li>Standards based planning with I can statements aligned to lesson plan</li> <li>Week long plans for all instructional blocks</li> <li>Workshop Model with mini-lesson, work period and closing</li> </ul> <b>Areas for Continued Work:</b> <ul style="list-style-type: none"> <li>Data Driven planning</li> <li>HOT questions</li> <li>Leadership &amp; Advisory plans need to be more detailed and embed the 7 Habits</li> <li>Little evidence of use of rubrics and/or progressions across all content areas</li> </ul>
Data Driven Planning –Formative and summative assessments (checks for understanding, exit tickets, etc.)	47%	22%	31%	
Evidence of standards based planning using relevant and appropriate learning targets aligned to lesson plan	72%	9%	19%	
Workshop Model-Mini-lesson, work period, closing aligned with learning target/teaching point	63%	19%	19%	
Planning for HIGH Levels of student engagement (TPT's, technology, movement etc.)	56%	9%	34%	
Differentiation/ Flexible Grouping (small groups, strategy groups, conferences)	50%	16%	34%	
HOT Questions	19%	25%	56%	
7 Habits embedded into plans	34%	28%	38%	
Rubrics are used for assignments and students use the rubric to evaluate their own work	13%	6%	81%	

A post-calibration walk will happen in late May or June.

- In December our state reviewer indicated we had some of the best lesson plans she had seen because of their thoroughness.
- The following Topics have been covered at our weekly PLC's:
  1. **Unpacking Unit 2 in Readers & Writers; enter student goals; provide PSI training; Leaderizing the School**
  2. **Conferring, Student Goal Setting**





3. **Flexible Groupings**
4. **LASW Posts for Unit 1 Writing**
5. **Synthesizing Work Time (Small Group Planning Using Post Data, LASW)**
6. **Pacing, Progress Monitoring & Teacher Led Interventions**
7. **Data/Student Goal Check-in**
8. **Engagement: Jigsaw Mini-Lessons in all Bends in Unit 2**
9. **Leader in Me**
10. **Deep Dive into Unit 3 Writer's**
11. **Engagement: Jigsaw Work Time & Conferencing in all Bends in Unit 2**
12. **Engagement: Jigsaw Mid Wksp & Share in all Bends in Unit 2**
13. **Benchmarking Assessment Schedule & LASW Post-Assessments Unit 2**
14. **Accountability & Goal Setting: Jigsaw Mini-Lessons in all Bends in Unit 3**

Based on daily walk through data, 7-week coaching cycles have been established for teachers with demonstrated need to include a focus on:

- Planning
- Classroom Management
- Lucy Calkins Units of Study

In addition, requests have been made for CO coaching support in the form of CIT Mentors and Specialized Services Behavior Specialist.

Content area directors have observed classrooms and responded with resources and professional development offerings.

**DTSDE Recommendation:**

*While data is being utilized for groupings and student goal setting there is little evidence that the data is being utilized in the development of instructional plans or delivery. In order to consistently raise expectations and challenge thinking in each and every classroom every day, teachers will purposefully plan using multiple data sources, such as the NWEA Continuum, provide consistent research based feedback strategies and*



implement student led conferencing to increase motivation and student ownership. Additionally teachers will implement a workshop model consistent of flexible grouping, standards based mini-lessons, and closings. Teachers will also make use of formalized writing rubrics across all grade levels.

**Outcome:** A calibration walk was completed to monitor the effectiveness of the workshop model and block schedule. Pre Data indicates:

SCHOOL 45 ADMINISTRATOR WALKTHROUGH					
FOCUS: Instructional Priority Grades K-6					
DATE: January 2017					
WORKSHOP COMPONENTS	You Got It!	Starting To!	Let's Talk	NA	Comments
Workshop Format (Mini-lesson, Worktime, and Closing)	60%	20%	20%	0%	<b>Visit Strengths:</b> <ul style="list-style-type: none"> <li>Workshop format with mini-lesson and worktime</li> <li>Consistent use of anchor charts in some classrooms</li> </ul> <b>Areas for Continued Work:</b> <ul style="list-style-type: none"> <li>Mini-lessons need to be <u>shortened</u> – most lasted almost 20 minutes.</li> <li>Remember the 4 components of a mini-lesson – connection, teaching, active engagement and link.</li> <li>Clear learning targets (I can statements) need to be shared and reviewed throughout the lesson</li> <li>Use of learning progressions and rubrics during conferences</li> <li>Sustained, engaged &amp; accountable reading and writing periods</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Review the EWA to see how our priorities are linked to the agreement everyone signed <u>off of</u> at the end of the year. We need to row in the same direction!</li> <li>Administrative team needs to start looking at district academic assessment policy, grade books and assessments to create shared understanding and vision.</li> <li>Coaches need to support planning and scheduling and/or modeling of conferencing so that teachers can begin this practice more consistently. Administrators need to start looking at conference logs while looking at lesson plans.</li> </ul>
Standards-based mini-lessons supported by anchor charts and connected to a standard with clear learning targets	60%	20%	20%	0%	
Flexible Grouping/Differentiation	52%	8%	32%	8%	
Conferencing with conference logs	4%	0%	32%	64%	
Assessment Reading – Summative assessment using learning progressions	20%	0%	12%	68%	
Writing – Looking at student work using rubrics and checklists Sustained periods of authentic reading and writing	44%	36%	20%	0%	



SCHOOL 45 ADMINISTRATOR WALKTHROUGH					
FOCUS: Instructional Priority Grades 7-8					
DATE: January 2017					
WORKSHOP COMPONENTS	You Got It!	Starting To!	Let's Talk	NA	Comments
Workshop Format (Mini-lesson, Worktime, and Closing)	25%	25%	50%	0%	<p><b>Visit Strengths:</b> Big changes are happening in middle school!! Expectations are becoming so much clearer. In some rooms, students have a procedure for entering and exiting and they are doing great with this higher level of expectation. In some rooms, small group instruction is happening at various levels while the teacher meets with groups. Student engagement is showing big improvements.</p> <p><b>Areas for Continued Work:</b> We are starting to see small group instruction happening more often! WOOHOO! It is great that not every child is receiving the same assignment in most rooms, which means people are using data to form groups! We need to examine what the teacher is doing while they are working in groups. Learning targets were missing in all rooms, which means the closing would be lacking too. Learning targets have been around for years so it is not something we want to spend a lot of time on. When they are missing it is usually because of weak planning. Please work to address this.</p> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. While small groups are happening, you should be leading direct instruction to help kids who are behind. We see a lot of teachers floating around or sitting at their desks instead of planned instruction.</li> <li>2. Clear PD in how to plan from the standards is needed.</li> <li>3. Develop a clear understanding of how the standard connects to the mini lesson, work period and closing.</li> <li>4. Administrative team needs to start looking at district academic assessment policy, grade books and assessments.</li> <li>5. Use rubrics so students know expectations of assignments.</li> </ol>
Standards-based mini lessons connected to focused learning targets through direct instruction	0%	25%	75%	0%	
Student interactions with one another are on task and display evidence of accountable talk	25%	0%	75%	0%	
Work period task should be aligned with the learning target	0%	25%	75%	0%	
Formative and Summative assessments	0%	0%	50%	50%	
Student engagement is strong using well planned out engagement strategies and/or various forms of multimedia	25%	50%	25%	0%	
When asked students articulate what they are learning	25%	25%	50%	0%	

Another walkthrough will be done to show evidence of growth in May.



<p><i>Delivery of targeted academic support and engaging enrichments aligned with student needs and interests</i></p>		<p><b>No DTSDE Recommendation.</b></p> <p><b>Outcome:</b>                  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. Student goals have been recently updated during data meetings in order align instruction with their performance level.</p> <p>100% of classrooms are continuing to conduct 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 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. Based on a recent survey, we are looking to identify a character education program that focusing on prosocial skills to assist our students to grow as leaders. In addition, the school social worker attended the second phase of training for Restorative Practices and has shared resources with staff.</p> <p>The Student Council has meetings weekly now. They are organizing a student fundraiser for their student bank account. They are now sitting on our SBPT, lighthouse and SCET team to give student voice to school based committees. They</p>



		<p>also participated in developing student agreements for a modified behavior plan for middle schools. No students on student council have had to go on academic probation this quarter.</p>
<p><i>Development, implementation, and maintenance of a Community School Model.</i></p>		<p><b>DTSDE Recommendation:</b></p> <p><i>By April 1, 2016 the building leaders, parent liaison, and identified subcommittees will create an action plan focused on identifying parent and family needs and the facilitation of reciprocal communication between families and school resulting in improved student academic achievement.</i></p> <p><i>Ultimately the result will be a school wide expectation of consistent positive reciprocal communication between families and teachers. Examples of evidence from teachers could be a weekly bulletin, usage of Classroom Dojo, e-mail/phone logs or home visits. Weekly grade level PLC meetings will include a focus on Danielson Domain 4.</i></p> <p><b>Outcome:</b> School #45 has hired a Community School Coordinator responsible for helping the school become a hub of community resources for students and their families. We replaced the coordinator with a better fit in January. 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. Moreover, our Extended Day Coordinator is working with partners to link the school wide</p>



		<p>instructional priorities to the programming offered to our students after school. We have established partnerships with 4 New community agencies.</p> <p>Currently, the school is developing a working document that merges all aspects of planning in order to ensure program continuity and consistency. 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-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><b>DTSDE Recommendation:</b></p> <p><i>Building leaders will form an advisory committee to develop a systemic approach to social emotional and development health supports. The advisory committee will consist of the school Psychologist, Social Worker, Counselors, Parent Liaison, representation from Center for Youth and Boys and Girls Club, Office of School Innovation, Specialized Services, Pupil Personnel Services and other Community Based Organizations focused the creation of the support plan. The plan will consist of mechanisms for referral, interventions and professional learning to remove social-emotional barriers to ensure that all students will be academically successful. The plan will developed by the end of July 2016 and implemented in September 2016.</i></p> <p><b>Outcome:</b></p> <p>The school has begun to use a community supports referral system which allows staff to target resources to families and students when there is a crisis that could be impacting the social emotional well-being or the instructional programming of</p>



the student. The school has received 49 Referrals to date; these will allow the school to provide supports to families.

A team of School #45's middle school teachers and all administrators have begun to do learning walks at East High to observe and share new ideas for integration of best practices in instruction and behavior management. The middle school team has begun to plan a discipline reset that will allow for higher behavioral expectations. Planning has begun to add a literacy block in middle school next year as well.

The school has created a mediation support program using restorative practices--a District initiative--to be proactive instead of reactive. It also uses these measures in advisory block in the morning. This designated time gives our students opportunity to discuss current events, have a voice and capitalize on school enhancement opportunities. 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 mentorship as part of a community service model and their leadership training. Additionally, students participate in a "Book of the Month" and Eagles Nest (classroom celebrations of new learnings 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.

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 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 meets once a week with Teacher Advisor
- School Community Engagement Team that includes the representatives from community partners and parents meets once a month
- Developed plan for ATS/Reconnect that includes additional CFY and Boys and Girls Club Services and restorative practice
- Continued Use of electronic referral system to better track student socio-emotional needs and behaviors exhibited
- Students participate in student led incentives for students with behavioral needs including open gym time and open art time during lunch block
- After school program with various enrichment activities that weave in the instructional and social priorities began at the beginning of January
- Glasses partnership with Optical program for students who need glasses
- Social-Emotional PD Plan updated for remainder of school year with one PD opportunity available each month
- Training has been offered to our special area subject teachers in Behavior Support Plan Development
- Social worker attended second phase of Restorative Practices training
- PLC training at Grades 7-8 with a focus on Domain 2 classroom Environment and Rituals/Routines
- Procurement of 1 staff member from Genesee Valley Mental Health to be on-site 3 days per week





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<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>	
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 academics which has begun to improve the quality of instruction. This year the CET 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</p>



be 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.

**Powers of the Receiver**  
 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.

Status (R/Y/G)	Analysis/Report Out
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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).

In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:

- Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools
- Developed a Theory of Action/Action Plan for Receivership schools
- Revised the RCSD’s placement practices in Receivership schools
- Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan
- Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student
- Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school
- Provided regular visits to schools and engage in regular classroom and school walkthroughs
- Engaged in data deep dive conversations with principals and leadership teams to develop critical data driven dialogue among principals, teachers and stakeholders
- Offered additional supports as needed at each school based on needs
- Established and engaged in RCSD leadership team walkthroughs

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.



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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## Part 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 a computer lab. Currently, School 45 is supporting grades K-2 with a minimum of 4 iPads and 3-4 desktops within the classroom. Grade 3-6 are minimally a ratio of 1:3 technology (laptops), and grades 7-8 are currently at a 1:1 ratio with Chromebooks. This current hardware configuration aligns with the current District Technology Plan.</p> <p>The RCSD still awaits release of SMART, and due to the age of our currently technology, with the exception of Chromebooks, the school has experienced significant challenges with technology that have had negative impact on instruction.</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</p>



			classroom-embedded coaching to teachers on integration of technology within instruction. The first “phase” of professional development to support the pending deployment of equipment, titled “Google: Ready, Set, Go,” became available District-wide in December.
2.	Use of technology in the classroom		As stated above, Chromebooks, Laptops, Desktops and iPads are accessible throughout the building. SMARTBoards are utilized in every classroom. Document Cameras are available in several classrooms. 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 <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 V – Budget

<u>Budget Analysis</u>		
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



		week with a focus on the implementation of the instructional priorities. Team support has been established. Last year at this time 80 students were failing three or more classrooms. This year only three are failing.
0.5 School Counselor		The 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 classes. This year, there are only three students. Having the coach support students as they fall off academic track has been effective, but the school notes the need for additional support in meeting the many mental health needs of our students.
1.5 Intervention Teachers		This year the School has 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, allowing the school to double the supports provided to certain students.
1.5 Instructional Coaches		The school has been able to provide intensive instructional coaching to every teacher that requests it with a special focus on the many new teachers that the school gained this year.
Teacher Extra Hourly Pay- 500.5 hours X \$39.00/hour; approx. 3 teachers X 176 hours (1 hour per day X 176 days)		These funds have allowed School #45 to pay classroom teachers to stay and lead the leadership block. Having teachers stay instead of partners has decreased many behavioral challenges encountered while implementing the 7 Habits of Highly Effective Students, as well as a block that promotes student leadership in self, school and society.
1.0 SSO		The third SSO allows the school to maintain a responsive environment as the many mental health and behavioral needs arise.
<b>School #45 consolidates funding from various sources to support the overall programming at the school. With some funding sources sunsetting next year, school leadership has been advocating for budgetary support to continue the momentum of improvement.</b>		


Part VI: *Best Practices (Optional)*



<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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. Calibration walkthrough aligned to instructional priorities	School #45 has always had instructional priorities and is now shifting to assess its attainment of these priorities. Establishing walkthroughs, aligned with the priorities, has allowed the school to have a clear focus as a school and hold staff accountable for their contributions to the work that needs to be done.

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: 2/17/17

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: 2/1/17