Receivership Schools ONLY

Quarterly Report #1: *July 1, 2018 to October 13, 2018 (Due October 31, 2018)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43518		
MLK Jr. School #9	261600010009	Rochester City School District	n/a	**Check which plan below applies:**		
				SIG		SCEP
				n/a		X + PSSG
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, *Superintendent*	Sharon Jackson **Appointment Date:** August 2016	Amy Schiavi, *Chief of School Leadership Network Intensive Support and Innovation* Michele Alberti White, *Executive Director of School Innovation* Carrie Pecor, *Director of Program Accountability*	PK4 - 6	45.1% ELL and 4.1% Former ELL *(internal SPA data as of 10/16/18)*	13.3% *(internal SPA data as of 10/16/18)*	700 *(internal SPA data as of 10/16/18)*

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*.
Dr. Martin Luther King, Jr. School #9 data indicates progress toward meeting the demonstrable improvement indicators. Preliminary results indicated that we met 9 out 10 Level 1 and 2 Indicators. However, School #9 will implement additional safety nets and supports to Hispanic students in the areas of math; for example, acquire an additional bilingual math intervention.

School #9 also will continue to strengthen last year's programs and supports for its students and families impacted by Hurricane Maria. Our current programming encompasses opportunities to meet the needs of diverse learners; for example, targeted interventions, enrichments, and accelerations, as well as, social-emotional supports embedded within the school day and has acquired additional personnel to reduce student group size during interventions.

As a pilot school for the International Center for Leadership in Education framework, "Literacy for a Lifetime" teachers and administrators received professional learning and follow-up coaching on the rigor/relevance framework. The outcome of professional development will build teaching capacity in instruction anchored in the theories of depths of knowledge. In addition, teachers will develop and deliver cognitive, rigorous, and cultural/linguistic relevant instruction in all content areas. Faculty will also establish personal learning networks as a means to develop self-sustaining professional growth practices. As a result of this embedded professional development with the International Center for Leadership in Education (ICLE) to increase rigorous and relevant instruction, School #9 students met 9 out 10 metrics and made gains in ELA and Math.

School #9 continues to strengthen practices to support a community school model; for example, Community Resource Teacher (CRT) and Community School Site Coordinate (CSSC) collaborate to seek and build additional relationships with families and stakeholders within and outside of the school. The team cultivates partnerships with community resources to focus on and address strengthening participation of parent volunteers, host meetings, and workshops for families. In collaboration with the Community Engagement Team, the CRT and CSSC monitor priorities identified from 2016-2019 Needs Assessments. The CET Team will start to prepare for our second three-year Needs Assessment. The CET will conduct town meetings, hold forums, and survey stakeholder to gather feedback to support our community.

School #9 continues to collaborate with BADEN Street Settlement to implement the 21st Century Community Learning Center grant. The 21st Century grants support interventions, enrichments, accelerations, social and emotional development, and family engagement. We are in Year 2 of the grant. Our joint family engagement activities will begin in November with eighteen Saturday family events.

Of particular note, as a result of the Hurricane Maria and the displacement of hundreds of families from Puerto Rico. School 9 continues to welcome scores of displaced students and families. For example, we continue to provide immediate supports needed for settlement and acculturation into the educational process. The social worker, community site coordinator, community resource teacher, CASE, and parent liaison provide informative sessions to identify resources such as housing, employment, and medical/mental health services, and continue to work individually with families to ensure that basic needs are met.

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Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly

the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.
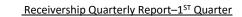
Part I – *Demonstrable Improvement Indicators (Level 1)*

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#5 – School Safety	7	<5 Serious Incidents or 20% reduction = 5.6	*(green)*		**PBIS Practices:** ● School #9 continues with its strong PBIS practices (DREAM) to build community and maintain high standards for behavior. Students are able to articulate expectations; for example, 100% of students participated in the September celebration. Projected participation rate for October is 100% with families. **Play Therapy:** ● The school's social workers provide support to small groups of students, grades K - 3, to support social-emotional development **Professional Learning:** ● Staff implements practices from the text, "No More Culturally Irrelevant	● Attendance data ● Suspension data ● Serious incident and referral data	**Attendance Data:** Average daily attendance at School #9, as of 10/16/18, is 90.4% K - 6. Currently, 16 students have perfect attendance. The attendance committee meets to review data and provide support to chronically absent students **Suspension Data/** **Serious Incident Data:** To date, the school has logged one (1) serious incident and one (1) short-term suspension. These are the same incident.

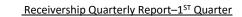|							
					Teaching" by Souto-Manning, Lugo-LLerena, Martell, Salas-Macguire, and Arce-Boardman, to promote delivery of culturally and linguistically relevant, appropriate instruction by all staff. ● Collegial Learning Circles "Ghost Boys" by Jewell Parker Rhodes, Girls Group, and Boys Group to amplify students' voices and leadership ● Student Council Government ● Additionally, the school will continue participation with ICLE to implement the Rigor and Relevance Framework, with emphasis on Richard Cash's "Self-Regulation in the Classroom: Helping Students Learn How to Learn."		
# 9 – ELA All Students Level 2 & Above	25%	51% or +6%age points = 31%			**See Indicator #33.**		
#15 – Math All Students Level 2 & Above	27%	51% or +6%age points = 33%			**See Indicator #39.**		
	48.68	50.72 or +2%			**Embedded Literacy Block:**	● NWEA ELA	**Fall NWEA Data:**

| #33 – 3 – 8 ELA All Students MGP | | | 🟩 | | • School #9 has an additional literacy foci emphasizing literacy in Social Studies and Science content blocks.

Data Analysis of Literacy and Numeracy:
• Data Meetings with individual teachers has resulted in increased alignment of instruction with the school's identified instructional priorities. Additionally, with conversations centering specifically around each student, teachers are able to address student need within core instruction prior to referring students to the Problem-Solving Team.

• School #9 continues to track AIS progress electronically with on-line Data Notebook. This tool has allowed the school to review data comprehensively, identify root causes of lack of student excellence, and put specific strategies in place to address student need. | • Benchmark Assessment System: Fountas & Pinnell
• Writing Pre/Post Assessment
• MyOn
• Newsela
• ReadWorks | See chart below for the data from the fall administration of NWEA. This is projected Proficiency data.

Total Percentage
Reading — Level 2 or Above
3 — 16.21%
4 — 21.15%
5 — 21.11%
6 — 30.00%
Total — 21.56%

3. Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Reading)
 |
| #39 – 3 – 8 Math All Students MGP | 48.76 | 51.17 or +2% | 🟩 | | **Professional Learning:**
• The school continues with its offerings pertaining to the ICLE's Rigor/Relevance Framework, focused on the theories of depths of knowledge, and ultimately increasing the cognitive rigor and | • NWEA Math
• Exit tickets
• ALEKS
• Quizzes
• ZEARN | **Fall NWEA Data:**
See chart below for data from Fall administration of NWEA. This is projected proficiency data. |

cultural/linguistic relevance of instruction in all content areas. Emphasis this year will be on with integration of the philosophies put forth in Richard Cash's "Self-Regulation in the Classroom: Helping Students Learn How to Learn."

● Administrators will continue to conduct focused walk-throughs to document and track impact, as well as provide feedback on academic discussions and learning connections made during instruction.

Curriculum/Instruction:

● Rigor/Relevance Framework - The school is in the process of moving levels of questioning up quadrants according to the Rigor/Relevance framework. Multiple anchor charts and silent teachers are available for scaffolding.

● School #9 implements a redesigned curriculum focusing on NGLS to increase higher level tasks and questions aligned to Bloom's Taxonomy and Quad D activities.

Additional Interventions:

● 100% of students receive interventions or enrichments during embedded ELT and/or classroom day.

Math	Total Percentage Level 2 or Above
3	25.22%
4	31.73%
5	31.11%
6	35.00%
Total	30.39%

4. Percentage of All Students Expected to be Proficient (level 3 or 4) on NYS Tests (Mathematics)

					● Targeted groups of students are receiving interventions in math in both English and Spanish. Increasing numbers of classrooms post data walls showcasing growth, and students are able to articulate their performance on NWEA. Data review suggests that while the majority of students are making progress, it is incremental at this time.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.			**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 – Plan for and implement Community School Model	N/A	SED Rubric	[Green]		● Based on the recommendations provided by the needs assessment, the Community School Site Coordinator, CET, SBPT, PTO and various Community Partners will continue to implement six specific recommendations in order to further implement the Community School Model. The team periodically reviews implementation progress of each of	● Community Resource Teacher ● Monthly Parent Newsletter ● Parent Volunteers ● Parent Forum Attendance Partnerships	● See Indicator #5 ● See data in NYSED Community School Model rubric. ● Needs Assessments and Priorities

<table>
<tr><td></td><td></td><td></td><td bgcolor="green"></td><td></td><td>the recommendations, and notes that at each time, the majority of the recommendations have been implemented; the remainder are in the planning phases. The school has recently hired a new Community Schools Site Coordinator to lead this work.

21st Century Grant/Baden St. Partnership:
● The robust expanded learning programming, in conjunction with community partners, is continuing this school year, including the Baden St recess program for students.

Supports for Newly Arrived Students:
● The school continues to support recently arrived students' social/emotional and academic needs, and will collaborate with community partners to secure resources to bolster support of these students needs academic, linguistic and social-emotional needs in students' home language of Spanish.</td><td></td><td></td></tr>
<tr><td>#18 – Math Hispanic Students Level 2 and Above</td><td>21%</td><td>46% or +6%age points = 27%</td><td bgcolor="green"></td><td></td><td colspan="3">71.9% of the school's student population is considered "Hispanic." This is a significant portion of the school's All Student population.

School No. 9 will add an additional bilingual math intervention teacher to support needs of students and ESOL RtI teacher to support language acquisition

See Indicator #39.</td></tr>
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#20 – 3-8 Math ED Students Level 2 and Above	27%	45% or +6%age points = 33%			91% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the school's All Student population. **See Indicator #39.**		
#41 – 3-8 Math Black Students MGP	47.84	48.96 or +2%			26.7% of the school's student population is considered "Black." This is a significant portion of the school's All Student population. **See Indicator #39.**		
#94 – Provide 200 Hours of Extended Day	N/A	SED Rubric			● 100% of School #9's students take advantage of expanded learning opportunities, as it uses a 7.5 hour day to support and develop the whole child. School #9 continues to offer intervention, enrichment and acceleration opportunities through its ELT programming. Interventions and enrichments align to student need, and voice and choice are used to program enrichment opportunities that include Lego League, Future Cities Team, karate, running club, and Jewelry Design. ● School 9 surveys students to build enrichment and acceleration programs, clubs, and activities based on their needs: for example, Code Club, baseball, and soccer. ● School 9 actively seek additional resources to support the school's population of recently arrived students from hurricane-affected areas, both	● Attendance data ● School Safety data ● Staff/Student/Parent Satisfaction Survey Provider Survey	See Indicator #5 See data in NYSED ELT rubric.

						academically and social-emotionally. The school is steadfast in securing resources to bolster support of these students needs in students' home language of Spanish.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.			**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Additional Key Strategies – (As applicable)*

Key Strategies		
• Do not repeat strategies described in Parts I and II. • If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. • **Every school must discuss the use of technology in the classroom to deliver instruction.**		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction		This school year, School #9 will continue to increase its 1:1 ratio of technology to students grades K - 2. Additionally, classroom teachers will attend ICLE Model Schools Conference to acquire professional development to support task and projects aligned to Rigor/Relevance Framework and Bold School concepts in Grades K- 6, with offerings in delivery of this instruction with integration of technology. Finally, School #9 will implement its revised curriculum aligned to NG Learning Standards aligned to the ICLE Rigor/Relevance Framework
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A
3. Relationships: Create a Culture that Values and Supports Learning for ALL Students		Faculty and staff focused on building relationships to support rigor and relevance that creates an environment that allows students to learning through Growth Mindset lessons and activities. The school will continue participation with ICLE to implement the Rigor and Relevance Framework, build relationships, and focus on promotion of student ownership of learning with emphasis on Richard Cash's "Self-Regulation in the Classroom: Helping Students Learn How to Learn."
4. Differentiated Programs for Diverse Learners		As stated earlier, School # 9 will continue to engage in numerous professional development opportunities to meet its Receivership metrics. School #9 highlights the bilingual team's collaborative work to research and refine the dual language program. The school is working hard to increase support to recent arrival students social/emotional and academic needs, and will collaborate with community partners to secure resources to bolster support of these students needs academic, linguistic and social-emotional needs in students' home language of Spanish.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team meets on the fourth Wednesday of each month. If we need an additional meeting, we meet on the second Wednesday of each month. We have standard agenda items; for example, Open Forum for parents and students, Old Business, and Chair, Principal, and CSSC reports. We translate our agenda and minutes in English and Spanish. After each meeting, we post minutes on our website. Finally, we provide new families with an orientation of our support systems.

Powers of the Receiver
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
	The Superintendent Receiver Authority will continue to be utilized in

multiple ways for the 18-19 school year:

- Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.
- Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. |

	• Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.
	• The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring.
	• The Chief of Superintendent's Receivership Schools visits schools weekly to
	    • Review all data by school, grade and student
	    • Conduct classroom walk-throughs
	    • Monitor professional development plans
	    • Monitor Demonstrable Improvement Indicator progress

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – *Community Schools Grant (CSG)*

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

> ### Community Schools Grant (CSG)
> As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.

Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	Not Applicable
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 　1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	● Throughout the summer, parents and teachers were asked to give input regarding new areas to focus on our needs assessment. ● In August, parents were invited to attend orientations prior to school opening.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	2. We have communicated in the following ways (in English and Spanish): ● School Newsletters ● Flyers (inviting parents to events) ● Surveys ● E-mails ● Program information and enrollment forms (LINKS, Champion Parents) ● Website ● Robo-calls
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	3. Information on how to reach us is posted on our school website. Our meetings are also advertised and open to interested guests who may want to join us.
Steering Committee (challenges, meetings held, accomplishments)	The Community Engagement Team has met on a monthly basis (July, August, September, October). The team has been supportive of the Community School initiatives,has offered parent engagement opportunities and has welcomed new members and guests.
Feeder School Services (specific services offered and impact)	Not Applicable
Community School Site Coordinator (accomplishments and challenges)	As Community School Site Coordinator 　1. Attended Parent Engagement Conference (Cleveland, OH) 　2. Attended Model School Conference (Orlando, FL) 　3. Planned for and Oversaw MLK Family Academy on Saturdays 　4. Has a Food Pantry in Development 　5. Is working with a community agency to bring GED Classes for Parents to our school 　6. Developed and is expanding LINKS program (designed to address the social/emotional needs of children who have incarcerated loved ones) to include younger students in grades K-3
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant's end date was extended through June 30, 2019. However no additional funds were allocated. Therefore, School 3's CSG financial support for 2018-2019 includes:

	Code 15:
	Site Coordinator
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community School Grant's end date was extended through June 30, 2019. All code 30 projects will be completed by that date.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – *Budget*
(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-19** (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		Expenditures are on target and supporting provision of extended learning time intervention and acceleration opportunities, as indicated with the most recent FS-10A submitted. These include: **Code 15 -** Funding allocated to support utilization of per diem subs to support ELT. **Code 40 -** Funding allocated to for utilization of Artists-in-Residence and paraprofessionals to provide and support ELT.
SIG:	N/A	
CSG:		While no additional funding was added to the CSG for the 18-19 school year, the remaining funds were utilized to fund the Community School Site Coordinator at No. 9 School. Additionally, all Code 30 projects will be completed by June 30, 2019.

Part VII: *Best Practices (Optional)*

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.	
2.	
3.	

Part VIII – *Assurance and Attestation*

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

ma
CET Rep
Name of ~~Receiver (Print)~~: Gaynelle D. Wethers
~~Signature of Receiver~~: Gaynelle D. Wethers
Date: Oct. 25, 2018

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Superintendent
Name of ~~CET Representative~~ (Print): _____
Signature of CET Representative: _____
Date: _____

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