

Receivership Schools ONLY

Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

| 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/52265 | | | |
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| Leadership Academy for Young Men | 2616000010103 | Rochester City School | | Check which plan below applies: | | | |
| | | | | SIG | | | SCEP |
| | | | | Cohort (6 or 7): | | | X |
| Model: | | | | | | | |
| Superintendent/EPO | School Principal | Additional District Staff working on Program Oversight | | Grade Configuration | % ELL | % SWD | Total Enrollment |
| Terry Dade | Djinga St. Louis *If new, attach resume. Appointment Date: July 1, 2019 | Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Carmine Peluso, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Brennen Colwell, <i>Office of School Innovation</i> | | 7-12 | 10% (51) | 31% (159) | 508 |

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*.

This quarterly report has been adjusted so that the students of Leadership Academy for Young Men will earn credits to graduate in a timely manner, with a Regents diploma or better and be prepared to make the best decisions for their future. It will also highlight how the coordinated efforts of both school staff and parents are showing growth to lift the work of increasing the graduation rate of an all-male school and of mostly students of color.



The plan for the 2019-20 school year has placed an emphasis on providing the appropriate supports that will positively impact the academics, attendance and socio-emotional well-being of all students. The plan will discuss the progress to improve outcomes on middle and high school assessments, high school graduation, the reduction of chronic attendance and to increase parent engagement. To address the Level One Indicators, the school's Instructional Leadership Team (ILT) and the Principal's Leadership Team (PLT) began to meet in order to outline the specifics of such supports outlined in the plan and to discuss teacher walkthrough data. The ILT meets every other Friday for 1.5 hours and the PLT meets every Tuesday for 1 hour. During the meetings the Data Wise Process is used to discuss data and plan action items for the team. Currently the ILT is at step 2 of the 8 step Data Wise process. The following interventions are in place, or are scheduled to start, within the month of October:

Extended Learning Time (ELT) has begun with a full-time intervention teacher scheduled to provide intensive supports in ELT classes for grades 7 and 8. The curriculum has been designed to provide academic intervention support in English 7 & 8. Each middle school teacher has the curriculum shared with them electronically and is supported by the Instructional Leadership Team (ILT) with bi weekly walkthroughs. The feedback from the walkthrough is shared with the ELT teacher immediately via an electronic process. Intervention curriculum for math and science will be developed for quarters two and three for middle school. The 2019 Math, ELA and Science data was used to group 7th and 8th grade students for ELT classes. The expected outcome is at least 20% of students who scored level 1 on ELA, math and science will score a level 2 in the 2020 NYS Assessments. Regents Prep has been embedded in the ELT for students in grades 10-12. These students were initially grouped by their Regents Scores from June and August of 2019.

On-Line Credit Recovery (OCR) is offered and scheduled for students in grades 10-12, who need to earn class credit in an independent manner, while continuing classes in a sequenced manner. The OCR data is electronically updated and accessed regularly. Progress monitoring of students in OCR is discussed at weekly cohort meetings with a focus on seniors who need the class(es) to graduate in January 2019 and/or on time in June of 2020. The five week report in mid-October will determine the need for additional interventions that may be needed for students. Teachers were asked to email the principal the names of students who had D's or F's in their classes, along with interventions in place or plans to put one in place before the end of the marking period.

Saturday School for January Regent prep has been scheduled for the school year. Teachers have been carefully selected to ensure optimal preparation. Attendance to Saturday school will be one determining factor to measure success, especially for those students who can graduate in January.



A Curriculum-based Advisory has been implemented and embedded into the ELT period for middle school and in-coming 9th grade students. Advisory will place a focus on the five “Prides” of Leadership Academy (Respect, Integrity, Loyalty, Accountability and Courage).

Regularly Scheduled Meetings to monitor student academic progress have been scheduled with teacher leaders identified for the following teams:

- Middle School Grade level Team Meetings
- Department Meetings
- Instructional Leadership Meetings

The following weekly meetings have begun to monitor student progress/data:

- Counselor-led Cohort meetings
- Middle and High school attendance teams to address chronic absenteeism.
- A team to prepare all students for College, Career and Civic Readiness

Creating a system of data collection, analysis and communication of the data analysis to the school community and CET is still underway. Once the CET had been reestablished, the members will be informed of the growth of this plan and any action items that require their attention.

To address the Level II indicators, the PLC and Community Engagement Team (CET) will collaborate to:

- Continue to plan and schedule multiple and creative experiences for parents to engage with the school both on and off the campus.
- Continue to recruit parents for School Based Planning Team (SBPT) and Parent Teacher Organization (PTO)
- Involve parents in the attendance team to increase support and ideas.



Receivership Quarterly Report—1ST Quarter
July 1, 2019-October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff and submitted electronically to 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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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 website.



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 | 2019-2020 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2019-2020 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) that demonstrate impact towards meeting the target. |
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| 33 - 3--8 All Students ELA MGP | 34 | 36.7 | | YES | <p>Redesign of the current ELT plan Developing curriculum that will directly impact success in NYS ELA assessments; <i>a select number of teachers were paid through the ELT grant to develop the ELT curriculum for middle school and has been shared electronically via Google Drive.</i></p> <p>Appropriately placing teachers to address students' literacy needs. <i>Two high school ELA teachers (one General Ed and one Special Ed) were assigned to middle school. These teachers demonstrated success at the high school level and agreed to be moved. Regents data from the last two years supported this decision.</i></p> | <ul style="list-style-type: none"> - Daily attendance - 5 week progress reports - Winter NWEA data - Student work - Formative assessment data - Walkthrough data that is collected by the ILT. | <ul style="list-style-type: none"> - Approximately 150 7th grade students and 80 8th grade students have been grouped into ELT classes based on 2019 NYS Assessment data. 53 high 1's in ELA 7 were identified. 42 high 1's in ELA 8. The more definitive grouping will allow for a concentrated focus on instruction so the appropriate number of students will move |



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| | | | | <p>Providing targeted professional development for ELT staff to deliver lessons utilizing the ILF. <i>PD for ILF was presented to the entire staff in August 2019, during a 2-day retreat. Administration has begun regular walk through with an emphasis on a certain component of the Framework. For the month of October/November the focus is on planning.</i></p> <p>The principal will provide on-going feedback and meet with ELT teachers bi-weekly. <i>It was determined that the ILT will provide feedback to ELT teachers in the absence of administration to lower “anxiety” and continue to cultivate trust through the change in building leadership.</i></p> <p><i>The first walk through occurred on 10/18.</i></p> <p><u>Middle School Grade Level Meetings</u></p> <p>Middle School Core subject teachers, school counselor and administrator will meet weekly. <i>The middle school team met for the first time on October 21st. The first two months the leadership team pursued teachers to build relationships and restructuring student groupings. Due to the district budget crisis, middle school classrooms were collapsed and teachers were shifted. The middle school team includes the Core middle school teachers (ELA, math, science and social studies) and school counselor. If needed, the school Social Worker is invited to the meeting. The meeting minutes are written in a Rolling</i></p> | | <p>from a score of a high 1 to a score of a 2. NewsELA PD was conducted with 7 middle ELT school teachers. They received Pro License that allows students to use the software for literacy intervention.</p> |
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| | | | | <p>Agenda and shares with the team and principal.</p> <p>Review of student formative assessments, student work and professional learning will occur. <i>This has begun within the ILT meetings. It was determined that the instructional focus would be writing.</i></p> <p>Grouping of students for middle school intervention support. <i>This has occurred using 2019 NYS Assessment and Spring 2019 NWEA data.</i></p> <p><u>Targeted Intervention for Grade 7 & 8</u> Collaborate with core subject teachers to identify specific needs. <i>Middle school teachers have common planning time for collaboration. The teachers meet every Wednesday and, to date, have discussed student behavior that is impacting learning. The result of the meetings helped to redefine how teachers will utilize a “timeout” that is outside of the classroom. .</i></p> <p>Based on student need the intervention teacher will pull students for Tier 3 support. <i>The Intervention/Prevention and reading teacher in the middle school have pulled students for small groups, based on ELA data from 18-19 school year. After a deeper look into individual scores, intensive reading support is in place for students who scored a high “1”, based on NYS ELA Assessment for 18-19 school year. Data presented to the school show that this indicator will be met if a specific number of students can be moved from a high “1” into a level 2 score.</i></p> | | |
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| | | | | <p><u>Common Note-Taking Strategies</u> The Instructional Leadership (ILT) team will identify a common note-taking strategy by October 2019 to be used school-wide. <i>The school wide focus is writing. The SBPT determined this over the course of the first two meetings.</i></p> <p>Professional Development will be provided on the selected strategy (embedded in department/grade-level meetings). <i>The department meetings will be the venue for discussing how to implement the instructional focus and measure the effectiveness of any strategies to sustain the focus.</i></p> <p>The ILT will collect Student notebooks to assess effectiveness. <i>The ILT will request student work and assessments that demonstrate the writing focus.</i></p> <p><u>Rochester Instructional Learning Framework</u> The Instructional Leadership team will plan and support the roll out of the framework. <i>This has been rolled out and continues to be referenced in the bi-weekly bulletin and is a focus of the administrative walkthroughs.</i></p> <p>Through learning walks with the ILT, the use of the ILF will be assessed. <i>The learning walks are occurring and the outcomes discussed at bi-weekly ILT meetings and weekly PLT meetings. The first</i></p> | | |
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| | | | | <p>month the the restructuring of the ELT it was noticed that the focus has been on building relationships.</p> <p>Teachers will use the NYS ELA rubric for short answers. The 10/11 Superintendent conference day introduced the infusion of core NYS standards of all Core subjects into learning targets and the initiation of looking at Regents exam gap analysis. The department meeting agenda item for that day was to practice developing learning targets and ways to infuse the instructional focus of writing.</p> <p><u>Use of the NYS ELA rubric for short answers</u></p> <p>Grade level teams will be provided an opportunity to unpack the NYS assessment rubric and identify how to use it in their instruction. This item is on the agenda for the ILT to do over the next two to three meetings.. It was decided that the ILT would become as familiar as possible with the Grade 7 & 8 ELA, math and science 8 exam rubric and assessments. For the months of October –November, the focus will be on ELA. The ILT’s review of the assessment and rubric will allow the team to offer suggestions and support to middle school as they prepare students for the NYS exam.</p> <p>Student work will be brought to grade level team to ensure</p> | | |
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| | | | | | <p>calibration of scoring. All department meetings, grades 7-12 will look at students work as the data point to refer to.</p> <p>Data from scoring will inform Professional Development and student learning gaps.</p> <p><u>DataWise Process to Improve Student Outcomes</u></p> <p>ILT members will turnkey Professional Development during the August retreat. This has occurred and continued during 10/11 Superintendent Conference Day and will continue throughout the course of the school year.</p> <p>Monthly “Zoom” Meetings with Harvard will support the school-wide use of Datawise process.</p> <p>The ILT will identify a focus for the Datawise process for the 2019-20 school year. The regular use of the Rolling Agenda will be the Data Wise focus.</p> | | |
| 39 - 3-8 All Students Math MGP | 43.5 | 45.5 | | YES | <p>Same as indicator 33, with the exception of the “curriculum development” for middle school Math also occurred in the summer, but will be rolled out in Quarter 2. Also, no math teachers were moved.</p> | See indicator 33 | <ul style="list-style-type: none"> - Approximately 150 7th grade students and 80 8th grade students have been grouped into ELT classes based on 2019 NYS Assessment data. 53 high 1’s in math 7 were identified. 42 |



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| | | | | | | | high 1's in math 8. The more definitive groupings will allow for a concentrated focus on instruction so the appropriate number of students will move from a score of a high 1 to a score of a 2. |
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| <p>67 - 2019-2020: 2018 Total Cohort (10th Graders) Passing Math Regents</p> | <p>37%</p> | <p>43%</p> | | <p>YES</p> | <p>Provide Regents prep during ELT time. <i>The school counselor grouped students in grades 9-12 based on their Regents prep need for January and/or June. The teachers selected for ELT were explicitly directed to use the time for Regent prep. For the month of September, ELT teachers were tasked with preparing activities that build relationships and allowed the teachers to get to know student’s individual learning style and academic needs. For October, department meetings will determine what kind of intervention will be needed to support student success for January Regents exams.</i></p> <p>Weekly Department Meetings. <i>New department leaders were selected for the school year. Three out of six departments have met prior to 10/11. On 10/11 all departments met and were tasked with using a Data Wise protocol, reviewing their Regents gap analysis, reviewing NYS standards for their department and creating learning targets. The departments will schedule weekly meetings and the principal will meet with the department leads monthly to: get feedback on the instructional focus, discuss challenges, and celebrate successes. The department leads will need to bring student work as evidence to the meetings and the “rolling agenda” will be used to capture the minutes.</i></p> <p>Saturday school: <i>Will begin on 10/19 with four High School teachers. The focus will be on NYS January Regents Prep</i></p> | <ul style="list-style-type: none"> ● Quarterly report card ● Attendance at Saturday School ● Department Meeting Minutes ● Cohort Tracking Meetings ● PLT Walkthrough data ● January Regents results | <p>Students have been attending ELT and, upon student interview, the time dedicated to January Regents prep is beneficial when students take advantage. The principal has received initial department meeting minutes from 5 out of 8 departments (ELA, Math, Science, Foreign Lang, ESOL, Social Studies, Electives). 3 out of the 5 were written using the rolling agenda format, as requested. The next bi-weekly Department lead meeting will enforce that all minutes be taken using the rolling agenda format. The common theme among the minutes was the discussion of the Regents Assessment gap analysis and infusion of the instructional focus.</p> |
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| | | | | <p>Credit recovery – <i>Currently On-Line Credit Recovery (OCR) is the tool for this. The OCR data is being reviewed at the weekly cohort meetings.</i></p> <p>Learning recovery – <i>Progressive Learning Recovery will be provided for student at the start of the 2nd quarter.</i></p> <p>Targeted Intervention – <i>Teachers were asked to provide the names of students who have a D or F, along with any planned interventions at the 5 week mark.</i></p> | | |
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| 69 - 2019-20: 2017 Total Cohort (11th Graders Passing ELA Regents | 46% | 51% | | YES | See indicator 67 | See indicator 67 | See indicator 67 |
| 70 - 2019-20: 2016 Total Cohort Graduation Rate - All Students | 54% | 60% | | YES | For the 2019-20 school year, the weekly meetings will ensure that all stakeholders (parents, students, counselors and teachers) are aware of student academic progress toward graduation, and that plans are in place and regularly monitored for those seniors who need it. The 11th & 12 grade counselor and school principal are meeting with 2016 Cohort students, individually to: review schedule; review transcripts, make adjustments to schedule; schedule SAT that happen outside of school. Every week, since the first day of school, 12th grade students have community and are addressed via a prepared agenda. | <ul style="list-style-type: none"> - Transcript data - Attendance date - 5-week reports - Quarterly reports | 22 students were met with since September for some kind of schedule adjustment. Five of the 22 wanted their AP class removed. Two successfully explained why they wanted it removed and it was. While all students met with knew precisely how many credits they had earned, they appeared to be grateful for the guided discussion of their transcript. |
| 100 - 3 - 8 ELA All Students Core Subject Performance Index | 19.0 | 29.0 | | YES | See indicator 33 | <ul style="list-style-type: none"> - Daily attendance - Weekly formative assessments developed by department - 5 week progress reports - Winter/Spring NWEA data | See indicator 33 |
| 110 - 3 - 8 Math All Students Core Subject Performance Index | 26.0 | 36.0 | | YES | See indicator 39 | See indicator 39 | See indicator 39 |
| 120 - HS ELA All Students Performance | 83.0 | 93.0 | | YES | See indicator 67 | See indicator 67 | See indicator 67 |



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| Index | | | | | | | |
| 130 - HS Math All Students Performance Index | 62.0 | 72.0 | | YES | See indicator 67 | See Indicator 67 | See indicator 67 |
| 140 - College, Career and Civic Readiness Index | 65.6 | 75.6 | | YES | <p>A team of teachers, administrators and support staff has been created to track and monitor opportunities that will allow the students a connection to an adult, based on multiple factors (career desires, extracurricular likes, socio-emotional needs, etc).</p> <p>Grade appropriate and thoughtful field experiences will provide students with learning that may be hands-on, confirm a student's idea of the world outside school, inspire positive decision making and/or goal setting.</p> <p>The school has continued to place a purposeful focus on the current JROTC program which inspires</p> | <ul style="list-style-type: none"> • Transcript audits of all students so that the ILT can accurately project graduation credentials per pupil and prioritize appropriate supports and interventions. | <p>The school counselors have scheduled guest speakers to provide information about colleges and career services, after high school to grades 10-12. This happen during weekly Community. Students in grades 7-9 have been exposed to team building opportunities both in and outside of school. Weekly Community also is the venue deliver dialogue and information on student transcripts and other information so students are more than aware of their graduation track. There are 23 high school students taking a Virtual AP course and 21 students taking a regular AP course.</p> <p>All grades have field experiences to colleges and locations to inspire inspiration and motivation to be prepared for life after high school.</p> <p>JROTC is expected to be present</p> |



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| | | | | | <p>leadership, discipline and community service. JROTC will continue to be a mandatory part of the ELT at grade 9, with the expectation that students will request on their schedule each year.</p> | | <p>at every family-centered event. The JROTC has expanded and has been present at Parent-Teacher Conference Night and Open House. They conducted a blood drive and demonstrate leadership skills that are present in the building. Since August, the group was invited to serve as color guards and NFL and NBA games and volunteered at local events in the community. The school has created a “Wall of Fame” to celebrate JROTC.</p> <p>Counselors have and will continue to meet to audit student performance data as it relates to the CCCR Index. The tracking of students to monitor needs and current status is being used to help monitor the various graduation designations and possible graduation outcomes at LAFYM in order to accurately monitor the CCCR Index at Leadership. This information is shared with the school’s ILT and used to provide targeted interventions and supports to help ensure students receive what they need to graduate.</p> |
| 150 - Grades 4 and 8 Science All Students Core Subject | 50.7 | 60.7 | | YES | <p>Redesign the Extended Learning Time for Science in grades 8 by September 2019. <i>This will be completed by the end of the second marking period. Currently students in the ELT for grades 7 & 8 are focusing on</i></p> | See indicator 67 | See indicator 67 |



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| <p>Performance Index</p> | | | | | <p>ELA.</p> <p>Middle School Grade Level Meeting schedule created by September 2019. This time will be spent to review student work and formative and summative assessment data. The middle school team has not officially met at this time.</p> <p>Living Environment teachers will be recruited to serve as ELT teacher for grade 8 and write curriculum for science interventions. A Living Environment teacher has been recruited to teach 8th grade Science and will be on the curriculum development team for Science.</p> <p>Targeted interventions for science identified for grade by October 2019. This will occur in the Science department meeting, which began meeting this month. The principal will meet with the department leads, bi-weekly, to determine the type of interventions used and if it was successful.</p> <p>Common Note-taking strategy will be agreed upon by October 2019. The school wide focus is writing. The SBPT determined this over the course of the first two meetings.</p> <p>Teachers will use the Instructional Learning Framework (ILF) to ensure rigor is embedded in every lesson at the start of the 2019-20 school year. The ILT has been introduced to staff and continues to be referenced in the bi-weekly bulletin and is a focus of the administrative walkthroughs.</p> <p>Instructional Leadership Team (ILT) will work with</p> | | |
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| | | | | | Middle School Grade levels to use the DataWise process to increase student outcomes for science beginning in October 2019. <i>This is occurring and the outcomes discussed at bi-weekly ILT meetings and weekly PLT meetings.</i> | | |
| 160 - 3 - 8 Chronic Absenteeism - All Students | 46% | 40% | | YES | <p>Development of the Attendance Team has continued through the beginning of the 2019/20 school year</p> <p>Both the high school and middle school team meet to review the chronic attendance, as well as to investigate the number of students who have attended school as of this report, once a week.</p> | Attendance data – internal spa data | <p>The actual chronic absenteeism is at 42% for the MS. The multiple interventions listed will continue to assist with this reduction.</p> <p>There are 172 students who are considered have Severe Chronic of 20% or Greater in grades 7-12. The team consists of the Home School Assistant, an administrator, two social workers, two counselors, the Home School Assistant and the 0.5 Attendance assistant. The attendance data (provided by SPA) is discussed and action items are put in place. Home visit are being made 4x per week and are documented.</p> |
| 170 - HS Chronic Absenteeism - All Students | 58% | 52% | | YES | see above discussions | See above discussions | The actual chronic absenteeism is at 47% for the HS. The multiple interventions listed will continue to assist with this reduction. |



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| 230 - HS Science All Students Performance Index | 129.0 | 139.0 | | YES | See indicator 67 | See Indicator 67 | See Indicator 67 |
| 240 - HS Social Studies All Students Performance Index | 141.0 | 151.0 | | YES | See Indicator 67 | See Indicator 67 | See Indicator 67 |

Part II – Demonstrable Improvement Indicators (Level 2)

| Identify Indicator # and Name | Baseline | 2019-2020 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2019-2020 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 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. |
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| 2 - Plan for and Implement Community School Model | | | | YES | Schedule attendance to learn about the Community School Model. <i>School Leadership attended the 2019 Community School Summit in August and identified a Community School Liaison. Due to funding</i> | Community School Rubric | The school has established partnerships with numerous community agencies, including |



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| | | | | <p><i>this person has not started. Currently Hillside, Upward Bound, and RIT are partners.</i></p> | | <p>Hillside, Upward Bound, and Rochester Institute of Technology.</p> <p>The RCSD has hired a Director of Community Schools, who is providing guidance in undertaking the first steps of community school work, including:</p> <ul style="list-style-type: none">● complete a needs assessment to school community● continue outreach with community partners● develop a process and resources for communicating and understanding the what programs we offer as a school and the services they provide● ensure that all partners have the proper contract/MOA● develop a schedule of community events● participate in the organization and schedule of the Community Engagement Team |
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| 6 - Family and Community Engagement (Tenet 6) | | | | YES | <p>Multiple opportunities for families to be a part of the school via Parent Teacher Student Organization (PTSO), School Based Planning Team membership, engage with the school via, academic events, informational sessions, sporting events and celebrations.</p> | <ul style="list-style-type: none"> - Attendance sheets - Pictures - Meeting Minutes | <p>In an effort to engage more parents with the school, Title I funding application describes “layered” events to increase the probability for families to come to school events and learning opportunities. The school held three opportunities for parents prior to school opening and an evening event in October. In August, there was one of four “Family First” events and New Student Orientation. The School Based Planning Team has two parent members recruited from the summer events. The October event was Parent-Teacher Conference and Open House with a theme of Hispanic Heritage Month. All events were well attended by more than 30 families. To provide the best experience for parents when they arrive to the building, the school principal and Home School Assistant put a plan in place to welcome parents and have them escorted to one of two designated spaces for meetings.</p> |
| 65 - 2019-20: 2018 Total Cohort (9th Graders) with 5 or More Credits | | | | YES | See indicator 65 | See indicator 65 | See indicator 65 |



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| 66 - 2019-20: 2017 Total Cohort (10th Graders) with 5 or more credits | | | | YES | see indicator 65 | See indicator 65 | See indicator 65 |
| 68 - 2019-20: 2016 Total Cohort (11th Graders) with 5 or more credits | | | | YES | see indicator 65 | See indicator 65 | See indicator 65 |
| 90 - 2019-20: 2014 Total Cohort 5-Year Grade Rate - Black Students | | | | YES | see indicator 88 | see indicator 88 | see indicator 88 |
| 94 - Providing 200 Hours of Extended Day Learning Time (ELT) | | | | YES | <p>Extended Learning Time (ELT) has begun with a full-time intervention teacher scheduled to provide intensive supports in ELT classes for grades 7 and 8. Each middle school teacher has the curriculum that was shared with them electronically and is supported by the Instructional Leadership Team (ILT) with bi weekly walkthroughs. The feedback from the walkthrough is shared with the ELT teacher immediately via an electronic process. Intervention curriculum for math and science will be developed for quarters two and three for middle school. The 2019 Math, ELA and Science data was used to group 7th and 8th grade students for ELT classes. The expected outcome is at least 20% of students who scored level 1 on ELA, math and science will score a level 2 in the</p> | ELT Rubric | <p>LAFYM’s regular school day, operating from 8:30am - 3:30pm, offers an additional 1.5 hours of instruction beyond the SED requirements of 5.5 hours per day. Extra instructional time offers both intervention and acceleration-based opportunities to students. Enrichments in the form of clubs and sports are underway and well attended.</p> <p>The school is currently in the planning stages of adding additional opportunities for</p> |



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| | | | | | 2020 NYS Assessments. Regents Prep has been embedded in the ELT for students in grades 10-12. These students were initially grouped by their Regents Scores from June and August of 2019. | | after school activities for students. |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | | | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | R e d | 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)

| <u>Key Strategies</u> | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 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 | | Every classroom has access to technology. There are enough chromebooks for students to have 1:1 access. |
| 2. | EPO (lead partner) for SIG 6 and SIG 7 ONLY | | |
| 3. | | | |
| 4. | | | |



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| 5. | | | | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

Part IV – Community Engagement Team and Receivership Powers

| <u>Community Engagement Team (CET)</u> 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 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report. | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Status (R/Y/G) | Analysis/Report Out |
| | <p>The first CET meeting of the 2019/20 school year was held on Monday October 28th. The membership includes the school principal, assistant principals, two school counselor, one social worker, four teachers, one student and two community partners. The meeting was to review the responsibilities of the CET and answer questions about the Executive Summary that was emailed to them in advance. The questions that were asked and the answers were as follows:</p> <ul style="list-style-type: none"> - Who selected the membership? The team was initially selected by the previous principal and refined by the current principal. - How often was the team to meet? The team is scheduled to meet once a month. - Was the Quarterly Report shared to the entire school? The Continuation plan was shared during the Leadership retreat. The team decided that the executive summary should be shared, after it is received and approved by the state. |



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| <i>Powers of the Receiver</i> | | | | | |
| 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 | | | | |
| | <p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> · 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. · Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools 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 Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. · Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. | | | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

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| <i>Community Schools Grant (CSG)</i> | |
| 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. |



| | |
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| Community-Wide Needs Assessment (if one is being conducted in 18-19) | |
| 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) | |
| 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language) | |
| 3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee | |
| Steering Committee (challenges, meetings held, accomplishments) | |
| Feeder School Services (specific services offered and impact) | |
| Community School Site Coordinator (accomplishments and challenges) | |
| Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan) | |
| Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan) | |

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

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|------------------------|
| <u>Budget Analysis</u> |
|------------------------|



| Identify the grant. | Status(R/Y/G) | If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (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: | | |
| SIG: | | |
| CSG: | | |

Part VII: Best Practices (Optional)

| <i>Best Practices</i> | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | |
| 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): Terry J. Dade, Superintendent

Signature of Receiver: *Terry J. Dade (C.F.)*

Date: October 31, 2019

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 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____



Receivership Quar
July 1
(As required under Sectic

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide i report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team pla

Name of CET Representative (Print): Bryant Cromartie

Signature of CET Representative: Bryant Cromartie

Date: 10/28/19