

Receivership Schools ONLY, Northeast High School

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			
Northeast High School	231600010073	Rochester City School District	n/a	Check which plan below applies:			
				SIG 6			SCEP
				Cohort (6 or 7): Cohort: 6			
Model: Transformation							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Ali Abdulmateen 8/2017 per diem 5/2018 permanent probationary	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Amy Schiavi, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Lynne Hawthorne, <i>Office of School Innovation</i>		9-12 (on a 7-12 campus)	9.5% (SPA 1.252019)	25.3% (SPA 10.25.2019)	552 (SPA 10.25.2019)

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*.

Northeast entered the 2019-20 school year having achieved at least 76% of its targets last year, and celebrating a 66.9% graduation rate, the highest in many years. The school continues to work to get to know each and every student by face and name, to track each student's progress toward graduation, and to adjust and intervene with flexible supports so that students succeed. The community school strategy is helping to integrate community resources to better support families and students, as Northeast tackles chronic absenteeism and high levels of social-emotional needs.



The first quarter has brought some changes to Northeast—most notably a significant number of new enrollees since school has started, an increasing share of students with disabilities, changes to the special education service delivery model and a decrease in staffing. These changes are causing some stress to the systems for cohort tracking, social emotional supports and flexible credit recovery and academic intervention supports. Northeast is experiencing an increase in disciplinary actions, which also negatively impacts attendance as well.

Despite these challenges, Northeast continues to stay the course. The school has already met or exceeded three of its indicators for the 19-20 school year and is positioned to achieve the majority of its progress targets. Work to establish and build a true Instructional Leadership Team, which will help widen collaboration to improve the quality of teaching and learning schoolwide, is underway.

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.
67-total cohort (10th graders) passing Math Regents 19-20: 2018 cohort	52%	57%	Yellow	Likely	<ul style="list-style-type: none"> ● use of master schedule to embed AIS ● Saturday Regents Review will occur in December/January ● DataWise practices to focus on improving classroom level practices ● Common planning time for math department 	For students: <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments; unit level ● practice questions ● Regents results For ILT & teachers: <ul style="list-style-type: none"> ● item analysis informing areas/topics/standards in need of improvement ● walkthrough data ● assessment results at unit/skill level for classroom 	Currently, cohort numbers are in flux given recent enrollees. The most recent data show that 27.5% of the 2018 cohort has previously passed the Algebra Regents. This means that at least 36 additional students will need to pass a Regents in January or June to meet the target. Students are enrolled in Geometry, which embeds skills to prepare students to retake the Algebra 1 exam in January.



							One of the core math teachers who teaches this cohort is out on maternity leave through January. While the long-term sub is math certified, this makes it challenging to provide student progress data at this point.
69 Total Cohort (11th Graders) Passing ELA Regents 19-20: 2017 cohort	38%	44%		Likely	<ul style="list-style-type: none"> Literacy coach supporting English 3 and AP Lang teachers Direct student intervention provided through both push-in collaboration and pull-out small groups, beginning in first week of November through Regents week. Saturday Regents preparation DataWise practices to focus on improving classroom level practices 	<p>For students:</p> <ul style="list-style-type: none"> in class assessments mock Regents exams and feedback practice questions prior Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> cohort tracking student-by-student (grades and past scores) item analysis informing areas/topics/standards in need of improvement walkthrough data 	<p>Again, noting that the cohort numbers are in flux due to new enrollees, the most recent data show that 17.5% of the 2017 cohort had already passed the English exam early. Thus, at least 35 additional students will need to score at least 65% this year.</p> <p>Walkthroughs thus far demonstrate a range of academic preparedness, and also early stages of development for a new co-teaching team. Both reveal opportunities to support staff and students as second marking period begins.</p>
70 -Total Cohort 4-Year Grad Rate - All Students 19-20: 2016 Cohort	50%	56%		Likely	<ul style="list-style-type: none"> Rapid adjustment of supports on student-by-student basis Flexible opportunities for credit/exam recovery Individual conferencing for goal-setting Senior mentoring CDOS pathway access STAR Program (rapid recovery/wrap-around supports) 	<ul style="list-style-type: none"> Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans Counselor, Admin, Chief. Office of Accountability review January regents 	<p>The first two months of school have seen several recent enrollees, which makes exact cohort counts difficult at this point. Currently, the 2016 cohort is 120 students. 39% of them are on-track meaning that they entered this year with at least 16 credits and 3 exams, 33% are deemed “yellow”, and 28% are considered “red” with significant needs for exams and/or credits.</p>



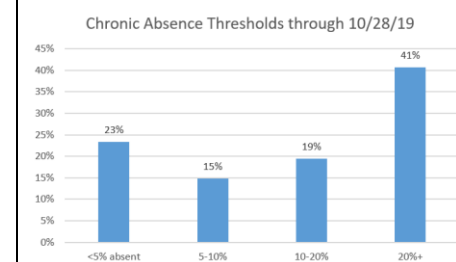
								The new special education liaison role is posing a challenge to the previously devoted administrative support that this cohort had in our school design.
88 Total Cohort 5-Year Grad Rate - All Students 19-20 2015 Cohort	63%	68% (2015 cohort)		Yes	<ul style="list-style-type: none"> ● Rapid adjustment of supports on student-by-student basis ● Flexible opportunities for credit/exam recovery ● Individual conferencing for goal-setting ● Senior mentoring ● CDOS pathway access ● STAR Program (rapid recovery/wrap-around supports) 	<ul style="list-style-type: none"> ● Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans ● Counselor, Admin, Chief. Office of Accountability review, connecting with All City High staff ● January regents 	<p>The 2015 cohort has 157 students with 105 graduates = 66.9%. To reach the progress target would require an additional two students. At this point, 25 students are still active, with 7 at All City, 7 in the STAR program, 1 in the RIA program, and another 9 enrolled on campus.</p> <p>Northeast anticipates meeting this target, in January or in June.</p>	
120 HS ELA All Students Performance Index	62.8	72.8		Yes	<ul style="list-style-type: none"> ● Literacy Coach ● Individual interventions ● DataWise practices to focus on improving classroom level practice 	<p>For students:</p> <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments ● practice questions ● Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> ● cohort tracking student-by-student ● report card review ● item analysis informing areas/topics/standards in need of improvement ● walkthrough data ● Counselor grade review 	<p>To date, efforts have been focused on organizing for the early phases of the Datawise process. This has involved establishing an Instructional Leadership Team that will use data to identify areas for action, and to launch a more collaborative approach to improvement.</p> <p>Walkthroughs have begun, but have not yet amassed enough data to make generalizable statements about the rigor of work in ELA classrooms at this point.</p> <p>The coach focuses efforts on supporting teachers in planning, and also in terms of developing an intervention schedule which will assist</p>	



							individual students in raising their performance on the exam.
130 HS Math All Students Performance Index	51.9	61.9		Yes	<ul style="list-style-type: none"> • Use of master schedule to embed AIS • Saturday Regents Review & Credit Recovery • DataWise practices to focus on improving classroom level practices 	<p>For students:</p> <ul style="list-style-type: none"> • progress reports • in class assessments • common formative assessments • Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> • cohort tracking report card review • item analysis informing areas/topics/standards in need of improvement • walkthrough data 	<p>To date, efforts have been focused on organizing for the early phases of the Datawise process. This has involved establishing an Instructional Leadership Team that will use data to identify areas for action, and to launch a more collaborative approach to improvement.</p> <p>Walkthroughs have begun, but have not yet amassed enough data to make generalizable statements about the rigor of work in all math classrooms at this point.</p>
140 College, Career, and Civic Readiness Index	55.8	65.8		Likely, but unsure	<ul style="list-style-type: none"> • Cohort Tracking • Student Schedules • Counselor review • Cohort Team meetings • CDOS pathway access 	<ul style="list-style-type: none"> • Transcript review by/with student • Student Career interest surveys • Counselor/student interviews 	<p>Northeast’s cohort tracking files, and scheduling of students, have anticipated this and prioritized strategic use of AP exams and the SkillsUSA / associated coursework.</p> <p>Northeast is in process of setting up an efficient internal way to track progress toward this indicator.</p>
170 HS Chronic Absenteeism All Students	65%	58%		Unsure	<ul style="list-style-type: none"> • SPA reports (updated nightly) • Robo calls daily • Cohort tracking team review of each student on minimum 5-week basis with consistent updating • Attendance Blitz • Home visits • Social media searches • Data sharing 	<ul style="list-style-type: none"> • SPA reports (updated nightly) • Robo Call system daily calls/generated lists • Cohort tracking team review of each student minimum 5-week basis • Attendance team Blitz lists/reports 	<p>This first quarter has seen significant developments in organizing for more strategic action, even as Northeast takes action to combat chronic absenteeism. Northeast notes that the transition to the new Powerschool system has hampered efforts in that attendance recording and reporting have been compromised.</p>



					<ul style="list-style-type: none"> Tracking teacher outreach 	<ul style="list-style-type: none"> Home visit reports Teacher reports 	<p>A regular attendance team is now meeting, a new attendance clerk is assigned to our campus, and in the past week, more accurate reports are available.</p> <p>In the first quarter, efforts have been focused on getting students to school, attempting to re-engage chronically absent students, or document students who have officially left the school.</p> <p>The most recent data show that 60% of student body is chronically absent. This will change as we have several students we are working to obtain proof of enrollment elsewhere, at which point their absences will be removed from this total.</p>
230 HS Science All Students Performance Index	95.5	105.5		Likely	<ul style="list-style-type: none"> Instructional data meetings Targeted Intervention Regents Prep Credit Recovery Increased Science Dept meetings/planning/data review building cross-disciplinary literacy 	<p>For students:</p> <ul style="list-style-type: none"> progress reports in class assessments common formative assessments practice questions Regents results <p>For ILT & teachers:</p>	<p>To date, efforts have been focused on organizing for the early phases of the Datawise process. This has involved establishing an Instructional Leadership Team that will use data to identify areas for action, and to launch a more collaborative approach to improvement.</p>





					<ul style="list-style-type: none"> DataWise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> cohort tracking report card review item analysis informing areas/topics/standards in need of improvement walkthrough data 	<p>Walkthroughs have begun, but have not yet amassed enough data to make generalizable statements about the rigor of work in Science classrooms at this point.</p> <p>The school is supporting new co-teaching teams, as well as working on literacy strategies in the content area.</p>
240 HS Social Studies All Students Performance Index	80.8	90.8		Likely	<ul style="list-style-type: none"> Instructional data meetings Targeted Intervention Regents Prep Credit Recovery Mock/practice regents building cross-disciplinary literacy Restructuring teacher assignments DataWise practices to focus on improving classroom level practices 	<p>For students:</p> <ul style="list-style-type: none"> progress reports in class assessments common formative assessments practice questions Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> cohort tracking report card review item analysis informing areas/topics/standards in need of improvement walkthrough data 	<p>To date, efforts have been focused on organizing for the early phases of the Datawise process. This has involved establishing an Instructional Leadership Team that will use data to identify areas for action, and to launch a more collaborative approach to improvement.</p> <p>Walkthroughs have begun, but have not yet amassed enough data to make generalizable statements about the rigor of work in Social Studies classrooms at this point.</p> <p>Northeast is partnering with the District on newly evolving common formative assessments.</p>
250 Total Cohort 6-year Grade Rate - All Students	54%	60%		Yes	<ul style="list-style-type: none"> Rapid adjustment of supports on student-by-student basis Flexible opportunities for credit/exam recovery Individual conferencing for goal-setting Senior mentoring 	<ul style="list-style-type: none"> Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans 	<p>Northeast has already met this progress target. As of Sept 10, 2019, the 2014 cohort is at 165 students with 99 graduates = 60.0%. Progress target met.</p>



					<ul style="list-style-type: none"> CDOS pathway access STAR Program (rapid recovery/wrap-around supports) 			
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 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.
65 - Total Cohort (9th Graders) with 5 or more credits 19-20: 2019 Cohort	49%	55%		Likely to meet over course of year, but based on current data will be a challenge.	<ul style="list-style-type: none"> Panther Lair for 9th grade teacher cluster common team time Devoted 9th grade counselor Devoted 9th grade admin Building a culture of positive academic habits 	<ul style="list-style-type: none"> Cohort tracking at minimum 5-week intervals 9th grade teacher common teacher team time specifically to review student work/progress 	The first marking period does not close for another two weeks, at which time more solid data will be available. However, progress reports, behavioral data and observations reveal that the majority of 9 th graders are having a difficult transition



					<ul style="list-style-type: none"> ● Community building practices for 9th graders ● Marking period recovery, after school, break, Saturday supports ● Reconnect model - Tier 3 intervention ● DataWise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> ● Cohort tracking reports, reviewed by ILT, admin ● Credit accrual status ● Counselor conferencing reports ● Attendance records 	<p>into 9th grade. The school attributes this to two main factors which exacerbate the normal transition:</p> <ol style="list-style-type: none"> 1. 7 teachers on the 9th grade team are new to the building; 2. The 2019 cohort is 42% students with disabilities, including 20% self-contained classes, and the ICOT model is new this fall. <p>Responses include increased efforts to provide social-emotional supports and increased partnership with the District’s Dept of Special Education to review placements and increase supports. The 9th grade team also meets weekly to develop responses and proactive strategies.</p>
<p>66 Total Cohort (10th Graders) with 5 or more credits</p> <p>19-20: 2018 cohort</p>	50%	56%		Likely, but unsure	<ul style="list-style-type: none"> ● New 2019-2020 protocol for responsive, effective interventions ● Building a culture of positive academic habits ● Building Cross-disciplinary literacy ● Marking period recovery, after school, break, Saturday supports 	<ul style="list-style-type: none"> ● Cohort tracking reports, reviewed by ILT, admin ● Progress reports ● Credit accrual status ● Counselor conferencing reports ● Attendance records 	<p>At this point, the cohort numbers are in flux, and first marking period grades are not final yet.</p> <p>Northeast is monitoring progress and will analyze and respond more fully once the marking period closes. In the meantime, the team is focusing on increasing proactive social-</p>



					<ul style="list-style-type: none"> Data Wise practices to focus on improving classroom level practices 		emotional supports and classroom supports for specific clusters of students.
68 Total Cohort (11th Graders) with 5 or more credits 19-20: 2017 cohort	66%	72%		Likely, but unsure	<ul style="list-style-type: none"> New 2019-2020 protocol for responsive, effective interventions Building a culture of positive academic habits Building Cross-disciplinary literacy Marking period recovery, after school, break, Saturday supports Data Wise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> Individual student transcripts, grad plans Cohort tracking reports reviewed by ILT, admin Progress reports Credit accrual status Counselor conferencing reports Attendance records 	<p>At this point, the cohort numbers are in flux, and first marking period grades are not final yet.</p> <p>Northeast is monitoring progress and will analyze and respond more fully once the marking period closes. Currently, efforts have focused on students struggling with the transition from self-contained to ICOT settings.</p>
89 Total Cohort 5-year Grad Rate - SWD Students 19-20: 2015 cohort	36%	42%		Yes – already met target.	<ul style="list-style-type: none"> Both cohort tracking and the case manager approach allow for student-by-student support plans. 	<ul style="list-style-type: none"> Cohort tracking reports, reviewed by ILT, admin, District Special Ed staff Case Manager reviews Progress reports Attendance records 	<p>Northeast has already met this target.</p> <p>As of Sept 10, 2019, there were 21 students in this subgroup for the 2015 cohort, and 13 graduates, which equals 61.9%.</p>
253 Total Cohort 6 year Grad Rate - Hispanic Students	50%	56%		Yes – already met target.	<ul style="list-style-type: none"> Flexible onsite options such as STAR Building a culture of positive academic habits Marking period recovery, after school, break, Saturday supports Efforts to inform staff re Latino students’ specific experiences to shape future supports 	<ul style="list-style-type: none"> Cohort tracking Credit accrual status Counselor conferencing reports Attendance record 	<p>Northeast has already exceeded this target for the 2014 cohort.</p> <p>The data is that there are 33 graduates of the 51 in this group, which results in 64.7% 6-year rate for this group.</p> <p>Future-forward, Northeast needs to disaggregate as many performance measures as</p>



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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 needs assessment drives our research and problem solving for each meeting where we identify immediate needs of the school community. The team currently consists of teachers, administrators, community agencies and partner agencies. Our parent liaison is working to recruit parents to the team as well. The different perspectives provide a wide range of ideas and knowledge to help us solve issues within the school. Minutes from the meeting are shared with key stakeholders, information to students is shared through announcements and grade focused town hall meetings. Our parent liaison is working on creating a monthly parent newsletter that provides information on how they can support the school initiatives from home.</p> <p>Our initiatives remain the same, as we focus and integrate efforts. This quarter has seen emphasis on the following:</p> <p>Priority 1: Increase graduation rates</p> <ul style="list-style-type: none"> • Closer contact with parents regarding student progress (increased progress reports, calls and home visits, etc.) • Increase in credit recovery options, through master schedule. • Alternative programming for accelerated credit recovery and added supports for over age, under-credited students (STAR) • Continuing the efforts on cohort tracking, while having reduction in counseling staff <p>Priority 2: Reduce suspensions (an area of challenge this year, after years of downward trends)</p> <ul style="list-style-type: none"> • Use of restorative practices; regrouping and retraining due to some staff changes. • Regrouping to re-create a separate space for de-escalation of IEP students, given reduction in staffing



- Mental health team created to identify and create social/emotional supports for students
- Finding more mental health agencies to partner with so that student needs are addressed

Priority 3: Reduce chronic absenteeism

- Dedicated attendance coordinator to call home and complete home visits to identify barriers for students
- Food and clothing have been provided to help students get to and remain in school; pantry and clothes closet established/expanded
- The attendance team has been re-created to organize incentives and rewards for good attendance. We are also working to identify barriers and create solutions to address those barriers.

Priority 4: Increase parent engagement

- Parent Center created to support parents with food, jobs, schooling and parenting support
- Open House was re-envisioned and hosted as a Carnival, both to honor Hispanic Heritage and to increase interest. It featured student performance and was better attended than in past.

Priority 5: Improve school climate

- Developed and launched one day a week of push-in circles/SEL lessons for 9th grade cohort, partnership between teacher and community partner
- Organizing community partners to serve groups of students, based on needs being identified.

Current CET members:

<https://docs.google.com/document/d/1is9yJMk7nk1QZ5LbVynpQ9b0-WMyTiTpc1yTBrX6LPc/edit>

CET Schedule:

https://docs.google.com/document/d/1nfsk_45PY1JsXseClO9LL3xNDOpg9EHFbCcMBGtKclM/edit

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
	<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.



	<ul style="list-style-type: none"> · 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. This support was not in place at Northeast this current year, though it had been in the early years. · 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.)

<u>Community Schools Grant (CSG)</u>	
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)	https://drive.google.com/open?id=1kv0Uce6veXeXJrFKrs7SBEGOiDuEyWA8
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The Receivership Public Hearing was held on 10/17/19 Additionally, the Rochester City School District Community Schools hosted their second annual Community Schools Summit on August 2, 2019. There were over 140 registered participants, with attendees from all over the state and several different Community School’s Initiatives, including Wayne County and the Buffalo Public School System.
<ol style="list-style-type: none"> 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) 	Parent newsletter Mailers on school events Robo calls and emails PA announcements Town hall meetings by grade Professional development days with teachers School website School Facebook page



Parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	<p>The community has access to the internet and job seeking materials through our parent center. This year, a Foodlink food pantry is available to all members of the school and surrounding community. The caring closet provides clothing, outerwear and hygiene items also.</p> <p>The Community School Site Coordinator:</p> <ul style="list-style-type: none"> • Is a member of the PTO group to educate parents on school initiatives and to increase parent voice on different initiatives within the building. • Serves as the Attendance team organizer and facilitator • Attends School Based Planning team meetings, instructional leadership meetings and administrator team meetings. • Is available by email, cell phone and office phone, as well as drop in visits.
Steering Committee (challenges, meetings held, accomplishments)	See Section IV - Community Engagement Team and Powers of Receiver
Feeder School Services (specific services offered and impact)	n/a
Community School Site Coordinator (accomplishments and challenges)	NE has welcomed a new Community School Site Coordinator, and the Rochester City School District welcomed a Community School Director in August 2019. The Director will work closely with NE's CSSC to implement and progress monitor best practices.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Code 15 - Community School Site Coordinator
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	code 30 - RCSD Facilities reports that all remaining code 30 projects at NE will be completed prior to June 30, 2020.

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.)



<i>Budget Analysis</i>		
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:		n/a
SIG:		Code 15: \$23,493 Additional Teacher Hourly Pay ELT & Saturday \$20,249 Additional Teacher Hourly Pay ELT Summer Boot Camp \$,5002 Additional Teacher Hourly Pay ELT 9th Grade Skills Orientation \$52,539 Teacher on Assignment Intervention Code 40: \$110,000 2.0 Center for Youth Support Staff Code 80 Benefits \$32,830 Code 90 (Indirect) \$5,887 TOTAL \$250,000
CSG:		code 15: Funding the Site Coordinator Code 30: District Facilities is still completing the code 30 projects for Northeast with all intentions of finishing prior to June 30, 2020

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: 

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.

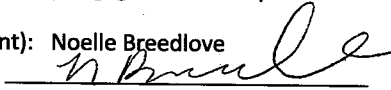
Name of CET Representative (Print): Noelle Breedlove

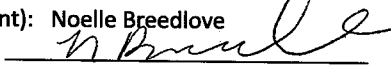
Signature of CET Representative: _____

Date: _____



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

By sig  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): Noelle Breedlove
Signature of CET Representative: 
Date: 10/29/19