Receivership Schools ONLY

Quarterly Report #1: *July 1, 2019 to October 11, 2019 (Due October 31, 2019)*
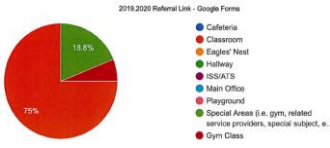
School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/52265		
John Walton Spencer School No. 16	261600010016	Rochester City School District	C CSI	Check which plan below applies:		
				SIG		SCEP
				Cohort (6 or 7): Model:		X
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Lisa Garrow	Dr. Elizabeth Mascitti-Miller, *Deputy Superintendent of Administration* Dr. Shirley JA Green, *School Chief* Michele Alberti White, *Executive Director of School Innovation* Dan Hurley *Director of School Turnaround*	Pre-K - 6	3.0%	18.0%	406
	Appointment Date:					

| **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*. |
| |

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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)*

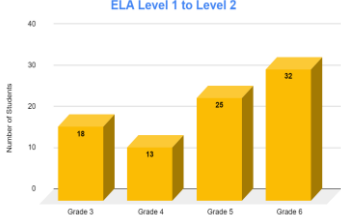| Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or 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.
# 5 - School Safety	0.9	0.7	(green)	Yes	Offer a tiered support system, PBIS and restorative practices that will support all students socially and emotionally resulting in a decrease of at least 2 suspensions and a decrease in at least 40 student referrals compared to the 2018-19 school year.	• Discipline referral data • Suspension rate data • Help Zone/Eagle's Nest attendance data/resolution data (de-escalating strategies used and time in nest) • ISS/ATS attendance data	**Discipline Referral Data:** To date, there have been 19 Discipline Referrals written. 73% of the incidences reported from the classroom with 15% of the incidents stemming from hallway behavior.
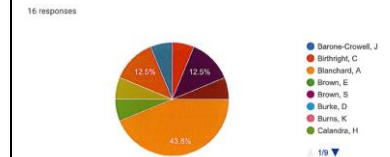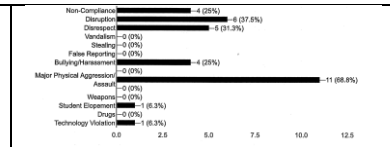
Suspension Data:
0 out of School Suspensions
2 In school Suspensions

- John Walton School 16 has been steadfast in addressing behaviors and incidents, using restorative practices, peer mediations, Calm Classroom and Morning Meetings to reduce suspension.

- School administrators consistently review Eagles Nest and ATS/ISS attendance data. Administrators subsequently coordinates conferences and plans for students.

- John Walton School 16 has employed multiple

					teams and strategies to evaluate data and lower student behavioral incidents. Teams such as Tier Support and Child Study meet on a weekly basis to analyze data and develop plans to support students.
# 33 - 3-8 ELA All Students MGP	40	42.0		Met the target	Strengthening Tier 1 instructional practices in all content areas by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based instruction, effective practices of a Reader's and Writer's Workshop, implementation of a new writing program (Being A Writer) and by continuing to provide research based intervention services to all tier 2 and tier 3 students through the Leveled Literacy Intervention Program and other research based strategies. Weekly lesson plans will be aligned with the Instructional Learning Framework.

Note: Additional columns in row # 33:

- NWEA ELA
- Building created Common Formative Assessments
- AIMSweb Plus
- K - Brigance
- Leveled Literacy Intervention
- Assessments (Running Reading Records)
- Being a Writer Assessments
- Walk-through, learning walks and observation data

2019 NWEA Data:

- 32% of students met projected growth scores, ranging from almost a third in 5th and 6th grades to single digits in 3rd grade. This shows pockets of relative strength in grades 5 and 6 with more of a challenge with the grade 3's baseline growth scores.

- 17.4% of students met the grade level norm, with 29% of 1st graders meeting their grade norm and 24% of 4th graders meeting the grade level norm.

6:

ELA Level 1 to Level 2

ELA

	Enrollment	Students needed to make DI	#of students level 2 and move from a level 1 to a level 2
	51	12	8
	57	17	6
	59	10	13
	69	26	1

Use of data to inform instruction and create focus groups.

88 High level 1 students in Grades 3 - 6:

ELA Level 1 to Level 2

Number of students in 3-6 ELA to meet PI:

Grade Level	Enrollment	# of students needed to make DI	Students currently scoring a level 2 and higher (based upon current data)	#of students needed to move from a level 1 to a level 2
Third	51	20	12	8
Fourth	57	23	17	6
Fifth	59	23	10	13
Sixth	69	27	26	1
Total	306	93	65	28

- Standard based instruction
- Leveled Literacy Intervention Program will be used with all Tier 2 and Tier 3 students
- additional push in support by the resource teacher and an intervention teacher inot the fifth grade classrooms focusing on

							fluency and comprehension skills ● Students will be progressed monitored by Leveled Literacy and AIMSwebPlus monitoring tools (Tier 1 students monthly, Tier 2 students bi-weekly and Tier 3 students weekly) ● workshop model aligned with Rochester Instructional Framework ● grade level team - job embedded professional development ● Being A Writer program is in place to address the gaps and deficits in student writing..
#39 - 3-8 Math All Students MGP	38.5	40.6		Met the target	Strengthening Tier 1 instructional practices by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based	● NWEA Math ● Building created Common Formative Assessments ● Zearn ● AIMSwebPlus ● K – Brigance	● Based on the results of Fall NWEA, 16.1% of students are projected to score a Level 2 or above, which is below our progress target.

| | | | | | instruction, effective practices of Zearn and Math Workshop.

Weekly lesson plans will include consideration of: learning targets, standards, math workshop model (K & 6) (opening/mini-lesson, work period, closing), Intervention for math (groups/plan), Zearn Grades 1-5 (50/50 model), assessments (rubrics, checks for understanding, exit tickets). | |

- With the focus area in math problem solving, Data Wise process has been implemented this year. We have identified a priority question and a learner-centered problem; with emphasis on standard based instruction, strengthening core instruction with workshop model
- all Tier 2 and Tier 3 students receive research based intervention (Tier 2 - three times a week and Tier 3 five times a week)from the intervention teachers
- utilizing Zearn and Do The Math Program to support students' growth. |

6:							**86 High Level 1 students in Grades 3 - 6:** **Number of students in 3-6 Math to meet PI:** ● Intervention teachers will also give targeted support to students who have performed in the high Level 1 area though a pull-out and push-in model
#100 - 3-8 ELA All Students Core Subject Performance Index	29.7	39.7		Met the target	See indicator #33	See indicator #33	● Based on the results of Fall NWEA, 21.4% of students are projected to score a Level 2 or above, which is below our progress target.

● Literacy continues to be the school's focus with emphasis on standard based instruction; to strengthen core instruction with workshop model, and targeted intervention with Leveled Literacy Intervention are in place this year.

● School 16 has further mapped the span of RIT bands at each grade level in a visible data wall in the grade level meeting room. |
| #110 - 3-8 Math All Students Core Subject Performance Index | 14.6 | 24.6 | | Met the target | See indicator #39 | See indicator #39 | ● 40% of students met projected growth scores,with a quarter of the students in 5th and 6th grades. This shows pockets of relative strength in grades 5 and 6 and relative weakness in grade 3.
● Prodigy, Zearn, Do the Math and additional |

						small group intervention services are being provided by the intervention teacher that supports grade 3. **2019 NWEA Data:** • 13% of students met the grade level norm, with 30% of 1st graders meeting their grade norm and 19% of 4th graders meeting the grade level norm. • Standard based instruction, • workshop model, targeted intervention, • grade level team collaboration • Data Wise process are in place to address the gaps and deficits in student achievements. • School 16 has further mapped the span of RIT bands at each grade level in a visible data wall in the grade level meeting room.

| #150 - Grades 4 and 8 Science All Students Core Subject Performance Index | 118 | 128.0 | | Met the target | Strengthening student knowledge of science concepts by using an interdisciplinary teaching approach and continuing to monitor student progress that drives instruction.

Workshop, Weekly lesson plans will include consideration of: learning targets, standards, science workshop model (opening/mini-lesson, work period, closing).

Teachers will utilize Rochester Initiative Science Education RISE Kits to engage students in specific learning tasks. | NWEA Science NYS Science practice assessments Unit Assessments in Science for all grade levels Teacher schedules from each grade level indicating when Science is taught. | **NYS Assessment Data 2017 - 2019:**

Level 1 students decreased from 2017-2018 to 2018-2019 by 8.5% Level 2 students increased from 2017-2018 to 2018-2019 by 8.9% Level 3 students increased from 2017-2018 to 2018-2019 by 5.1% Level 4 students decreased 2017-2018 to 2018-2019 by 5.5% Administrative walk-throughs during science to ensure all grade levels are consistent and following Next Generation Standards. |

#160 - 3-8 Chronic Absenteeism - All Students	36%	32%		Moving towards meeting the target	Attendance Team consists of the principal, assistant principal, parent liaison, school clerk, 2 school social workers, and a representative from the district's Attendance Department. The Team meets weekly to discuss and review students that are severe chronic or chronically absent. Home visits and phone calls will be made to support families in improving their child's attendance. The team will work closely with the district's Transportation Department to resolve transportation needs and develop/implement school - wide attendance initiatives.	• SPA attendance data • Chronic Absentee list • Report data from the school - wide attendance initiative activities	**October 2019** **Chronic Absenteeism Data:** | Frequency of Absences	Number of Students
Chronic Absence 10% - 19.99%	82
Severe Chronic Absence 20% or Greater	49
Absent 100%	1 | • Attendance Team meets weekly to discuss and review students that are severe chronic or chronically absent. • At the Attendance Team Meetings, team members review data and create individualized plans for each student/family to support the increase of attendance. • Develop and provide school - wide attendance incentives such as; movie day. pizza party, ice cream
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						sundae party, extra gym period, student choice day.
						• Celebrate students with improved attendance, good attendance and outstanding attendance at our quarterly assembly.
						• Staff, Administration and the parent liaison will conduct home visits and strengthen family outreach practices.
						• 26 home visits have been made to date
						• Targeted support such as Home Health Program, transportation support and additional home visits will be given to Chronic Absentee students/families.
						• Engage families

			 				with community supports as indicated in the school wide needs assessment.
#180 - 3-8 ELP Success Ratio - All Students	0.6	0.8	 	Moving towards meeting the target	Strengthening Tier 1 instructional practices in all content areas that ELL students are engaged in. Students will receive RTI services based upon their needs. Students will be progress monitored based upon RTI Tiers that they are in. Students will be engaged in standard based instruction that is engaging. Student needs will be addressed through class differentiated tasks and through the push-in and pull-out support they receive. Student data will be discussed at the 6 week data cycle meetings. See indicator #33 and #39.	• NWEA ELA • Building created Common Formative Assessments • AIMSwebPlus • K - Brigance • NYSESLAT data • Leveled Literacy Intervention Assessments • NYSITELL • Being a Writer Assessments	**2018-2019 NYSESLAT Data:** • School 16 is consistently increasing in students who are at the expanding level of proficiency. • ESOL students will receive integrated and stand alone services based on proficiency level. Students will receive RtI services based on their individual needs.

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	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.
#2 - Plan for and implement Community School Model	N/A	See the Community School Model Implementation Rubric		Moving towards meeting the target	Hire a Community School Site Coordinator Attend RCSD Community Schools Summit Will complete a school community needs assessment Continue outreach with community partners Ensure that all partners have the proper contract/MOA	● Survey Data ● State Rubric for Implementation guidelines and expected outcomes ● Site coordinator progress monitoring reports created in partnership with the district team and the school ● Needs Assessment Progress	● Monthly CET meeting ● Community supports such as: -Center For Youth, -Common Ground Health - United Healthcare -Woodward Health Center, -Presbetarian Home -19 Ward Association -Kids Basketball Association

				Develop a schedule of events			-University of Rochester Bio-Medical Engineers Program -PlayWorks -Sherwin - Williams -Shawn Dunwoody -Arnett Library -Food link -YWCA
#6 - Family and Community Engagement (DTSDE Tenet 6)	N/A	Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school. *In addition , the		Moving towards meeting the target	The school leaders and parent liaison will develop a detailed plan to improve communications between the school and families. This Plan will include parent workshop topics, description of the importance of the PTO, school policies and procedures, description of the value of using RCSD link for families and how to sign on, description of the importance of their representation on SBPT, a list of community agencies and services they provide and a list of in-school academic and social-emotional supports.	● Survey Data ● PTA Attendance Data ● Event Attendance Data ● Evidence of communication - for example communication logs/ newsletters ● Evidence from the Tenet 6 assessment tool	● 90% of the Tenet 6 Phase 1 indicators are common across the school, more than 50% of Phase 2 indicators are common across the school and 9 Phase 3 indicators are common across the school.

		school must also have 90% of the Phase 1 indicators common across the school.					
#94 - Providing 200 Hours of Extended Day Learning Time (ELT)	N/A	See the ELT Implementation Rubric.		Moving towards meeting the target	Saturday and Recess program opportunities	• Enrollment Documentation • Program Attendance	• Opportunities will be provided to all students in grades K - 6 for a 4 day/5 hour Literacy Enrichment Program tentatively planned for February Winter Recess or during 4 Saturday's prior to March of 2020.
#102 - 3-8 ELA Black Core Subject Performance Index	31	41.0		Met the target	See indicator #33	81.3% of the school's student population is considered "Black or African American". This is a significant portion of the	See indicator #33

						school's total student population. See indicator #33	
#115 - 3-8 Math ED Core Subject Performance Index	14.2	24.2		Met the target	See indicator #39	96.8% of the school's student population is considered "Economically Disadvantaged". This is a significant portion of the school's total student population. See indicator #39	**Eligible for Free or Reduced Lunch** (based on processed applications) Eligible for Free and Reduced Lunch 346 85.2% Missing/Incomplete Applications 60 14.8% **Grand Total** 406 100.0% **Enrollment by Student Classification** General Education 333 Students with Disabilities 73 Economically Disadvantaged 346 English Language Learners 12 Students in Bilingual Programs 2 See indicator #39 See indicator #110 • 96.8% of our students are "Economically Disadvantaged" • 60 students are still with missing applications. • We have begun to make phone calls and home visits to families to ensure we support them in completing the applications.

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 Leveled Literacy Intervention Program		
2. Use of Being a Writer Program		
3. Restorative Practices Team - student Ambassadors (peer mediators)		
4. Cal Calm Classroom		
5. Reader's, Writer's and Math Workshop Model		

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 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
	The Community Engagement Team consists of school staff, parents and community members/agencies. CET members meet every other month. The school continues to recruit additional parents/families and community partners to participate on the team. The team will create a sub committee to work with the Community SIte Coordinator to conduct an asset assessment and a needs assessment. Based upon the assessment data the team will develop partnerships that will support the needs of our school, families and students. The past CET meetings have reviewed the process of receivership, discussed our school indicators and identified areas of need. Updates and information will be disseminated by emails, mailings, robo calls and posted on the school's website. In July 2019, School Principalship changed from Carla Roberts to Lisa Garrow. At our October 21st CET meeting we discussed our school 2019.2020 Continuation Plan, our indicator status results and the need for volunteers to support our students academically.
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	Analysis/Report Out

(R/Y/G)	
Green (green cell)	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 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. · 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 *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 – 6/30/20 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)	

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)	The Receivership Public Hearing was held on 2.6, 2019..
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 *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.)
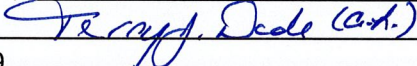
Budget Analysis

Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-2020** (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)*

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 evidence – based 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): <u>Terry J. Dade, Superintendent</u>

    Signature of Receiver: _____

    Date: <u>October 31, 2019</u>

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: _____

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

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: _____

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): Michele Michel

Signature of CET Representative: Michele Michel

Date: 10-28-19