

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				
Dr. Charles T. Lunsford School #19	261600010019	Rochester City School District		Check which plan below applies:				
				SIG			SCEP	
				Cohort (6 or 7): SIG 7			Model: Transformation	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment	
Terry Dade	Moniek Silas-Lee Appointment Date: 08/2017	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> Dan Hurley, <i>Director of School Turnaround</i>		PreK-8	4.1%	24.5%	392	

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 quarter at Dr. Charles T. Lunsford School No. 19 were able to effectively implement multiple key strategies toward our goal of meeting and exceeding our indicator goals.

- Instructional Model(CCTM - Collaborative Co-Teaching Model)

We in our third year of full implementation of the CCTM(Collaborative Co-Teaching Model) in grades K-6. This model has provided small group differentiated instruction that is inclusive of all learners for every content area.



- This quarter we have been effective in making strides to implement the model in grades K-6.
 - In grades K-6 we have 3 weekly grade level meetings where we focus on student support team, data wise and professional development
 - These meeting support going communication around instruction, pacing, data and student needs
- This quarter we have been effective in making strides to implement the model in grades 7th and 8th.
 - In middle school (7th and 8th grades) we consistently have two teachers in core classes through the use of flexible master scheduling.
 - We have also implemented 3 weekly grade level meetings where we focus on student support team, data wise and professional development.
- Restorative Practices
 - School culture and climate remains and area of focus.
 - Work groups have been formed and flow a tiered flow model.
 - The work groups are Restorative Practices, Community Engagement and Instructional Model.
 - There is a work group at the community level which is Community Engagement team(CET) and the building level leadership School Base Planning Team and school community level which is all teachers and staff.
- Community Engagement(Community School)
 - We continue to partner with various organizations ensuring that students and families receive effective services that will have a positive impact on academic achievement and social well-being.
 - SUNY Geneseo - Graduate students have begun and work with students providing literacy instruction. Practicum students observe and teach lessons through a jointly decided social studied lens.
 - Gandhi Institute - Continues to support our work with restorative practices, creating meaningful relationships with students and families and student empowerment. We have also increased our resource from the Gandhi Institute this year.
 - The Villa of Hope - continues to support the social emotional well-being of students in school with onsite counseling services

This quarter we have worked to actively engage the community in multiple ways this quarter.

- Use of building base staff to seek and nurture new community partners such as Pillar of Hope, Rochester Institute of Technology etc.
- The implementation of our Parent room
- The implementation of our Community Room
- Building our school-wide events in partnership and collaboration with our partners



This quarter we have worked to effectively assess our level 1 and level 2 indicators in multiple ways this quarter.

- We utilize grade level meeting to dive into data such as NYS, NWEA, CFAs and various other progress monitoring tools such as Aimsweb
- We have teams organized to monitor other indicators such as :
 - Attendance
 - Discipline - Strong Team
 - Instructional Leadership Team(ILT)
 - Reporting tools from partners

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.
5- School Safety	.4	.2		Yes	<p>Key Strategies:</p> <ul style="list-style-type: none"> Restructure ATS(Alternative to Suspension) Restorative practices school wide implementation Help Zone -Center for Youth Data Wise PBS Matrix - Implement instruction on our “STRONG” matrix <p>Adjustments:</p> <ul style="list-style-type: none"> ATS (Alternative to Suspension)- The team reflected on the resources needed to support the program. The team build in an additional level utilizing the 	<p>Data Sources: Office Discipline Referrals :88 Grade: K-8 K: 5(6%) 1:5(6%) 2:1 (1%) 3:15(17%) 4: 4(5%) 5:1(1%) 6: 24(27%) 7:14(16%) 8: 12(14%)</p> <p>Location: Classroom: 80%</p>	<p>Alternative to Suspension - Restructured to be therapeutic in nature and restorative</p> <p>Restorative Practices-Gandhi Institute - Offers 10 student groups/clubs servicing 103 students weekly. They also provide additional services such as circles and social emotional support impacting 127 students to date</p>



					<p>staff of the Help Zone especially at grades K-6</p> <ul style="list-style-type: none"> Restorative Practices-The team decided to have a school wide focus for professional development which is the use of “Restorative Language” PBS Matrix - The team decided to utilize morning meeting to introduce and teach the matrix to students 	<p>Hallway: 7%</p> <p>Gym: 7%</p> <p>Playground/Outside: 3%</p> <p>Bus Loop: 1%</p> <p>Cafeteria: 1%</p> <p><u>Time of Incidents:</u></p> <p>Most incidents are occurring between 9:45 and 10:50, 12:00 – 12:30 and 2:00-3:30.</p> <p><u>Months:</u></p> <p>September: 31</p> <p>October: 33 up to 10/17</p> <p><u>Top 3 reasons for referrals:</u></p> <p>Fighting/Aggression: 26%,</p> <p>Defiance and Disrespect: 24%</p> <p>Leaving Class without permission: 11%</p> <p><u>Suspensions K-4:</u></p> <p>3 incidents resulting in 2 ISS, 1 OSS and 1 LTS.</p>	<p><u>Help Zone:</u></p> <p>47 visits documented and did not result in a further course of action.</p> <p><u>School Suspensions</u></p> <p>Our current data states that we have:</p> <p>-ATS – 4 total September , 6 total October</p> <p>-OSS – 2 total September, 5 total October</p> <p>-LT – 1 total September, 0 total October</p> <p>TOTAL - 18</p> <p>-1 VADIR incident with no weight om 9.27.19 possession of alcohol</p>
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						<p>● Restorative Practices - Gandhi Institute</p> <table border="1"> <thead> <tr> <th>Type of Service</th> <th>Total Interactions</th> <th>Total Individual Students Served</th> <th>Duplicate Interactions</th> </tr> </thead> <tbody> <tr> <td>Individual Social/Emotional Support</td> <td>166</td> <td>62</td> <td>109</td> </tr> <tr> <td>Mediations</td> <td>13</td> <td>19</td> <td>13</td> </tr> <tr> <td>Talking Circles</td> <td>18</td> <td>9</td> <td></td> </tr> <tr> <td>Social/Emotional Support</td> <td>13</td> <td>24</td> <td></td> </tr> <tr> <td>Mentorship</td> <td>5</td> <td>5</td> <td></td> </tr> <tr> <td>Meetings</td> <td>4</td> <td>8</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Student Groups</th> <th>Frequency of Mtgs/Week</th> <th>Students Involved</th> </tr> </thead> <tbody> <tr> <td>8th Grade Mentors</td> <td>1</td> <td>6</td> </tr> <tr> <td>8th grade Impulse Control</td> <td>1</td> <td>2</td> </tr> <tr> <td>8th grade Change Makers Club</td> <td>2</td> <td>5</td> </tr> <tr> <td>5th grade Nonviolence Club</td> <td>2</td> <td>8</td> </tr> <tr> <td>Cafeteria Helpers</td> <td>4-5</td> <td>15</td> </tr> <tr> <td>2nd Grade</td> <td>3</td> <td>21</td> </tr> <tr> <td>3rd Grade Push In</td> <td>3</td> <td>9</td> </tr> <tr> <td>7th Grade Art AC days</td> <td>2-3</td> <td>24</td> </tr> <tr> <td>7-8th Grade Chess</td> <td>2</td> <td>5</td> </tr> <tr> <td>5th Grade Chess</td> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>Discipline Data:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>ATIS</th> <th>ODS</th> <th>LT</th> <th>Total</th> <th>ATIS</th> <th>ODS</th> <th>LT</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>MS 7/8</td> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>4</td> <td>4</td> <td>0</td> <td>8</td> </tr> <tr> <td>6th</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>5th</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>4th</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>3rd</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2nd</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1st</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>4</td> <td>5</td> <td>0</td> <td>9</td> </tr> </tbody> </table> <p>Help Zone:</p> <table border="1"> <thead> <tr> <th>Type of conflict</th> <th>How many occurrences</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Conflict W Student</td> <td>13/47</td> <td>6/13</td> <td>5/13</td> </tr> <tr> <td>Disruptive in class</td> <td>12/47</td> <td>7/12</td> <td>5/12</td> </tr> <tr> <td>Removed from class</td> <td>13/47</td> <td>2/13</td> <td>11/13</td> </tr> <tr> <td>Walked out of class</td> <td>3/47</td> <td>3/3</td> <td>0/3</td> </tr> <tr> <td>one on one Conv.</td> <td>5/47</td> <td>1/5</td> <td>4/5</td> </tr> <tr> <td>Restorative Conv.</td> <td>1/47</td> <td>0/1</td> <td>1/1</td> </tr> </tbody> </table>	Type of Service	Total Interactions	Total Individual Students Served	Duplicate Interactions	Individual Social/Emotional Support	166	62	109	Mediations	13	19	13	Talking Circles	18	9		Social/Emotional Support	13	24		Mentorship	5	5		Meetings	4	8		Student Groups	Frequency of Mtgs/Week	Students Involved	8th Grade Mentors	1	6	8th grade Impulse Control	1	2	8th grade Change Makers Club	2	5	5th grade Nonviolence Club	2	8	Cafeteria Helpers	4-5	15	2nd Grade	3	21	3rd Grade Push In	3	9	7th Grade Art AC days	2-3	24	7-8th Grade Chess	2	5	5th Grade Chess	2	8	Grade Level	ATIS	ODS	LT	Total	ATIS	ODS	LT	Total	MS 7/8	2	1	0	3	4	4	0	8	6 th	0	0	0	0	0	1	0	1	5 th	0	0	0	0	2	0	0	2	4 th	0	0	0	0	0	0	0	0	3 rd	0	0	0	0	0	0	0	0	2 nd	0	0	0	0	0	0	0	0	1 st	0	0	0	0	0	0	0	0	Total	2	1	0	3	4	5	0	9	Type of conflict	How many occurrences	Male	Female	Conflict W Student	13/47	6/13	5/13	Disruptive in class	12/47	7/12	5/12	Removed from class	13/47	2/13	11/13	Walked out of class	3/47	3/3	0/3	one on one Conv.	5/47	1/5	4/5	Restorative Conv.	1/47	0/1	1/1	
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39- Math All Students MGP	38.5	39.5		Yes	<p>Key Strategies:</p> <ul style="list-style-type: none"> CCTM (Collaborative Co-Teaching Model) K-6 Common planning EGLM(Extended Grade Level Meetings) Use of Common Resources ELT(Extended Learning Time) <p>Adjustments:</p> <ul style="list-style-type: none"> EGLM(Extended Grade Level Meeting) - these have not been implemented this year as a result of the extended day and 3 weekly grade level meetings 	<p>Math 19-20 Performance Index Progress Target- 35.8 With 259 Active students, need 93 to score a 2 to meet this DI</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI</th> <th># of students in proximity</th> <th>Interventions in Place</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29</td> <td>10</td> <td>9</td> <td>3</td> <td rowspan="8"> <ul style="list-style-type: none"> Math Model – four teachers specializing in Early, Data to Drive, Core Concepts, and Applications Zone 6-5/4/3/2 Instructional Model Support teacher pulling small math groups at the 1st grade level - challenge Formative Loop – Test Retest CCTM(Collaborative Co-Teaching Model) </td> </tr> <tr> <td>4</td> <td>30</td> <td>14</td> <td>16 (54%)</td> <td>9</td> </tr> <tr> <td>5</td> <td>30</td> <td>14</td> <td>10 (33%)</td> <td>22</td> </tr> <tr> <td>6</td> <td>30</td> <td>14</td> <td>2 (7%)</td> <td>17</td> </tr> <tr> <td>7</td> <td>50</td> <td>21</td> <td>12 (24%)</td> <td>10</td> </tr> <tr> <td>8</td> <td>57</td> <td>30</td> <td>4 (7%)</td> <td>21</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students in proximity	Interventions in Place	3	29	10	9	3	<ul style="list-style-type: none"> Math Model – four teachers specializing in Early, Data to Drive, Core Concepts, and Applications Zone 6-5/4/3/2 Instructional Model Support teacher pulling small math groups at the 1st grade level - challenge Formative Loop – Test Retest CCTM(Collaborative Co-Teaching Model) 	4	30	14	16 (54%)	9	5	30	14	10 (33%)	22	6	30	14	2 (7%)	17	7	50	21	12 (24%)	10	8	57	30	4 (7%)	21													<p>We will continue to implement our common planning times 3 times weekly(Student Support Team, Data Wise and Planning/Operations)</p> <p>We have not yet implemented Extended Grade Level Meetings but are looking to implement vertical teams.</p> <p>We will continue to utilize ELT as extended time for both science and social studies.</p> <p>We will utilize both CFA and NWEA data to progress monitor toward our outlined student achievement goals.</p>
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100- 3-8 ELA All Students Core Subject Performance Index	28.7	38.7		Yes	See indicator #33																																																			



110- 3-8 Math All Students Core Subject Performance Index	25.8	35.8		Yes	See indicator #39																			
150- Grades 4 and 8 Science All Students Core Subject Performance Index	110.	120.		Yes	<p>Key Strategies:</p> <ul style="list-style-type: none"> CCTM (Collaborative Co Teaching Model) K-6 Common planning EGLM(Extended Grade Level Meetings) Use of Common Resources ELT(Extended Learning Time) <p>Adjustments:</p> <ul style="list-style-type: none"> EGLM(Extended Grade Level Meeting) - these have not been implemented this year as a result of the extended day and 3 weekly grade level meetings 	<p style="background-color: yellow;">Science 4 & 8</p> <p>19-20 Performance Index Progress Target- 120.0 As of Sept 10, 2019 - 96 active students. To meet progress target ALL students must score at 12-4.</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet 01</th> <th># of students currently meeting 01</th> <th># of students in proximity</th> <th>Interventions in Place</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>39</td> <td>39</td> <td>39</td> <td>39</td> <td rowspan="2"> <ul style="list-style-type: none"> CCTM (Collaborative Co-Teaching Model) ELT - extension activities in science/STEM NWEA Science </td> </tr> <tr> <td>8</td> <td>57</td> <td>57</td> <td>34</td> <td>57</td> </tr> </tbody> </table>	Grade Level	Total # of Students	# of students needed to meet 01	# of students currently meeting 01	# of students in proximity	Interventions in Place	4	39	39	39	39	<ul style="list-style-type: none"> CCTM (Collaborative Co-Teaching Model) ELT - extension activities in science/STEM NWEA Science 	8	57	57	34	57	<p>We will continue to implement our common planning times 3 times weekly(Student Support Team, Data Wise and Planning/Operations)</p> <p>We have not yet implemented Extended Grade Level Meetings but are looking to implement vertical teams.</p> <p>We will continue to utilize ELT as extended time for both science and social studies.</p> <p>We will utilize both CFA and NWEA data to progress monitor toward our outlined student achievement goals.</p>
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8	57	57	34	57																				
160- 3-8 Chronic Absenteeism- All Students	47%	41%		Yes	<p>Key Strategies:</p> <ul style="list-style-type: none"> Attendance team that meets weekly to monitor school wide attendance and enrollment Attendance incentives and celebrations weekly/monthly/yearly Attendance liaison 	<table border="1"> <tr> <td>Chronic Absence 10% - 19.99%</td> <td>Students</td> </tr> <tr> <td>Student Detail</td> <td>56</td> </tr> <tr> <td>Severe Chronic Absence 20% or Greater</td> <td>Students</td> </tr> <tr> <td>Student Detail</td> <td>36</td> </tr> </table>	Chronic Absence 10% - 19.99%	Students	Student Detail	56	Severe Chronic Absence 20% or Greater	Students	Student Detail	36	<p>Data points:</p> <ul style="list-style-type: none"> Chronic absenteeism is currently at 23% up 3% from a month ago. This data consists of 92 students in this category(preK-8th) We 									
Chronic Absence 10% - 19.99%	Students																							
Student Detail	56																							
Severe Chronic Absence 20% or Greater	Students																							
Student Detail	36																							



- Home visits
- Parental support via parent program
- School-wide communication systems

Adjustments:
None

Daily Attendance by Month

Month Name **September**

19 - Dr. Charles T. Lunsford

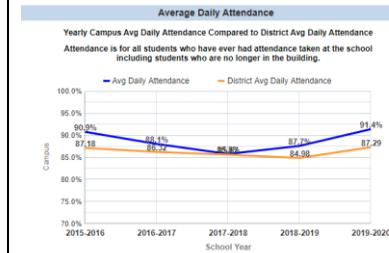
Calendar Date	Present	Absent	Tardy	Avg Daily Attendance
09-04-2019	318	64	19	83.2%
09-05-2019	334	50	8	87.0%
09-06-2019	339	43	16	88.7%
09-09-2019	355	29	17	92.4%
09-10-2019	343	28	10	92.5%
09-11-2019	358	30	14	92.3%
09-12-2019	358	30	12	92.3%
09-13-2019	350	39	13	90.0%
09-16-2019	355	39	13	90.1%
09-17-2019	363	31	26	92.1%
09-18-2019	362	32	6	91.9%
09-19-2019	357	39	4	90.2%
09-20-2019	353	43	13	89.1%
09-23-2019	366	25	13	93.6%
09-24-2019	358	36	15	90.9%
09-25-2019	367	28	12	93.4%
09-26-2019	347	28	10	92.5%
09-27-2019	366	25	19	93.6%
09-30-2019	364	26	9	93.3%

Daily Attendance by Month

Month Name **October**

19 - Dr. Charles T. Lunsford

Calendar Date	Present	Absent	Tardy	Avg Daily Attendance
10-01-2019	365	26	10	93.4%
10-02-2019	362	28	16	92.8%
10-03-2019	361	28	14	92.8%
10-04-2019	358	30	17	92.3%
10-07-2019	360	28	14	92.8%
10-08-2019	352	37	15	90.5%
10-09-2019	358	32	22	91.8%
10-10-2019	361	31	9	92.1%
10-15-2019	364	30	16	92.4%
10-16-2019	364	32	8	91.9%
10-17-2019	364	32	17	91.9%
10-18-2019	359	37	16	90.7%



Grade	Enrollment	CA	
		Students	Percentage
1	32	8	25
2	21	7	33
3	31	7	22.5
4	37	8	21.6
5	38	6	15.7
6	35	10	28.5
7	56	6	10.7
8	55	10	18.1
Total	305	62	20.3

- are at 20.3% for grades 1-8
- Daily attendance has been in the 90% the entire month of October. there were 4 days in which our attendance average was in the 80% - first 3 days of school and September 20th.
 - Our lowest grade level average daily attendance is at grades Pre3, PreK4, K and 6th all near or at 90%
 - Our daily attendance remains higher than the district average

Implementation of Key Strategies:

- Attendance team meets weekly consisting of Admin, clerical, parent liaison, district support and attendance designee(liaison)
- We have monthly grade level attendance celebrations at the morning meeting. First month 5th grade won.
- Home visits occur weekly with both the



							<p>parent liaison and the attendance liaison.</p> <ul style="list-style-type: none"> We are soliciting parental support via home visits and phone calls 																																
180- 3-8 ELP Success Ratio- All Students	.6	.8		Yes	<p>Key Strategies:</p> <ul style="list-style-type: none"> CCTM (Collaborative Co Teaching Model) K-6 Common planning EGLM(Extended Grade Level Meetings) Use of Common Resources Use of Instructional Practices to Support ELP learners ELT(Extended Learning Time) Instructional Data Meetings Targeted Intervention ENL Professional Learning 	<table border="1"> <thead> <tr> <th colspan="8">ELL Students</th> </tr> <tr> <th>School Name</th> <th># of Students Total</th> <th>K</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7 8</th> </tr> </thead> <tbody> <tr> <td>19 - Dr. Charles T. Lunsford</td> <td>43</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>ELL Current Level of Service</th> <th>Transitioning</th> <th>Expanding</th> <th>Commanding - Year 1</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>9</td> <td>3</td> <td>1</td> </tr> </tbody> </table>	ELL Students								School Name	# of Students Total	K	3	4	5	6	7 8	19 - Dr. Charles T. Lunsford	43	1	1	1	2	3	4	ELL Current Level of Service	Transitioning	Expanding	Commanding - Year 1	Enrollment	9	3	1	
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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	CSM Rubric		Yes	Key Strategies: <ul style="list-style-type: none"> ● Opening of our new Parent/community Center ● Monthly family/community events ● Partnerships ● Community Resource Coordinator 	<ul style="list-style-type: none"> ● Effective use of partnerships ● Effective use of the CET 	According to the Community School Rubric we have met the following program elements: <ul style="list-style-type: none"> ● Partnerships established with Center For Youth and Gandhi Institute ● Community Engagement Team
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6		Yes	Key Strategies: <ul style="list-style-type: none"> ● Opening of our new Parent/Community Center ● Monthly family/community events 	Number of parents that attend family events	Phases of Implementation Tenet 6 Phase 1 = 90% Phase 2 = 70% Phase 3 = 50%



		Phase 2 Indicators			<ul style="list-style-type: none"> Community Resource Coordinator 											
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		Yes	Key Strategies: <ul style="list-style-type: none"> Daily Extended Learning Time for all students Varied student offerings PBL(Problem Based Learning) 	All students grades K-8th grade attend ELT daily for an additional hour.	Extended Learning Time <ul style="list-style-type: none"> 22 teachers and 6 para professionals grades K-6 have clubs twice a week and extended learning time in social studies and science the other 3 days MS has clubs on Mondays and Frideays MS has Advisory on Wednesdays MS has IXL - math program on Thursdays MS has an additional session of family Crew on Tuesdays 									
105- 3-8 ELA ED Core Subject Performance Index	28.5	38.5		Yes	See indicator #33 83.1% ED per internal SPA Data captured 10/21/19	<u>Eligible for Free or Reduced Lunch (based on processed applications)</u> <table border="1"> <tr> <td>Eligible for Free and Reduced Lunch</td> <td>329</td> <td>83.1%</td> </tr> <tr> <td>Missing/Incomplete Applications</td> <td>67</td> <td>16.9%</td> </tr> <tr> <td>Grand Total</td> <td>396</td> <td>100.0%</td> </tr> </table>	Eligible for Free and Reduced Lunch	329	83.1%	Missing/Incomplete Applications	67	16.9%	Grand Total	396	100.0%	Although the ED is lower in this data set it is a direct result of the missing/incomplete free/reduced lunch applications.
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Grand Total	396	100.0%														
115- 3-8 Math ED Core Subject Performance Index	26	36		Yes	See indicator #39 83.1% ED per internal SPA Data captured 10/21/19	<u>Eligible for Free or Reduced Lunch (based on processed applications)</u> <table border="1"> <tr> <td>Eligible for Free and Reduced Lunch</td> <td>329</td> <td>83.1%</td> </tr> <tr> <td>Missing/Incomplete Applications</td> <td>67</td> <td>16.9%</td> </tr> <tr> <td>Grand Total</td> <td>396</td> <td>100.0%</td> </tr> </table>	Eligible for Free and Reduced Lunch	329	83.1%	Missing/Incomplete Applications	67	16.9%	Grand Total	396	100.0%	Although the ED is lower in this data set it is a direct result of the missing/incomplete free/reduced lunch applications
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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				
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY				
3.					
4.					
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



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

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. · 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.
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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:	The Receivership Public Hearing was held on _____.
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.)

<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:		<p>The School Improvement Grant supports:</p> <p>Code 15-</p> <p>Two full time coaches- to support the implementation of the Collaborative Co-Teaching Model throughout the school. They provide professional learning to teachers, analyze data, lead PLC meetings, and ensure the model is implemented with fidelity.</p> <p>Additional hourly pay – for summer professional learning for all teachers to engage in professional learning and planning for the use of Fountas and Pinnell in classrooms</p> <p>Code 40-</p> <p>Contracted services with the Institute of Higher Learning to deliver professional learning and provide the school with two graduate students to support the Collaborative Co-Teaching Model</p> <p>Contracted Services with the Gandhi Institute to provide social emotional supports to students and deliver professional learning on Restorative Practices</p> <p>Contracted services with Catalyst Research and Development to provide professional learning on culturally relevant pedagogy</p> <p>Code 45-</p> <p>Instructional supplies to support the implementation of Fountas and Pinnell full grade systems in Grade 4-6 classrooms</p>



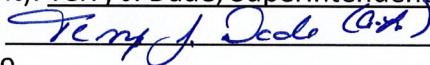
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Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. 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.



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 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): Amanda Smith

Signature of CET Representative: Amanda Smith

Date: 10/28/19