Receivership Schools ONLY, School 33

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 James Audubon School 33	261600010033	Rochester City School District		**Check which plan below applies:**		
				SIG n/a		SCEP
				Cohort (6 or 7): Cohort: Model: t		X

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Mary Munoz August, 2019	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*	PreK-6	14.2% (SPA 10.4.2019)	17.3% (SPA 10.4.2019)	1,161 (SPA 10.4.2019)

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*.
This quarter, John James Audubon School No. 33 has implemented multiple key strategies toward meeting and exceeding Demonstrable Improvement targets around both instruction and school climate. **Instructional Strategies**:   ● ELA direct instruction now includes two 20 minute blocks of differentiated small group instruction daily for all students. Groups are flexible and based on benchmark DRA, NWEA, teacher observation and formative assessment.

- Reading and Intervention teachers provide direct, small group instruction during ELA blocks.
- Collaborative Literacy Curriculum is in the second year of implementation during Reader's and Writer's Workshop. This curriculum systematically develops foundational skills through whole group, small group, and independent learning. Student progress is monitored and supported through classroom walkthroughs and grade level meetings.
- Teachers are monitoring student learning using observation and data from the Zearn program. This data is supporting student learning in the blended learning and workshop model.
- Reading and Intervention teachers provide small group targeted Science instruction to 4th grade students including embedded pre-and post assessments and inquiry based tasks on a daily basis.
- Grade level teams are collaborating to analyze data using the Data Wise Improvement Process.

School Climate:

- Restorative Practices: A team of teachers are exploring Restorative Practices to improve relationships and support students in resolving conflict in a meaningful way.
- Community Engagement Team: During the first quarter, the Community Site Coordinator facilitated meetings with the five workgroups.
- The procedures for dismissal have been reconfigured, providing a system that accounts for all students during the dismissal process to ensure student safety.

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.

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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.

<u>Part I</u> – *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.

#33: 3-8 ELA All Students MGP	44.5	46.5		Yes	**Master Schedule** The schedule was established to include a 120-minute block of ELA, and 40 minutes of ELA intervention. All students receive at least two twenty minute small group blocks daily. Small groupings were formed based on DRA data. Adjustments to the plan were made based on 2019 PI results.	**NWEA Fall 2019** **2019 NYS ELA Item Analysis**	**Target:** 563 students are enrolled in Grades 3-6. Need 262 students to score at least a 2 or higher to meet this indicator.

Master Schedule continued and additional body:

Reading and Intervention Specialists Provide reading services in a push-in model during small group instruction providing Tier 1 and Tier 2 instruction. Small groups formed based on formative and interim assessments. Tier 3 small group instruction will be provided to targeted students in need of additional support following MTSS review. Adjustments were made based on 2019 PI results.

Collaborative Literacy Curriculum - Being A Reader/ Making Meaning Use of the *Being A Reader* and *Making Meaning* components of the curriculum are delivered using the Workshop

Right column continued:

Grade level teams are meeting to triangulate data and calculate projected PI for their class, grade level, and school.

Fall ELA NWEA Data:

Projected Proficiency Data

Grade Level	% of Students Projected Level 2 and Above
3	21.33
4	21.95
5	25.41
6	26.89

Data review at grade level DataWise meeting for Building Assessment Literacy.

Model and monitored during classroom walkthroughs.

Collaborative Literacy Curriculum - Being A Writer The *Being A Writer* component of the curriculum is delivered using the Workshop Model and monitored during classroom walkthroughs.

Instructional ELA Coach Services provide support to targeted teachers in need of additional support in regards to instructional strategies and curriculum implementation based on observations and needs assessment. In addition, coach works on planning, assessing, instructing and on reflecting on teacher practice collaboratively with teachers.

Professional Development
Summer PD included ten hours in culturally responsive pedagogical practices and knowledge, core ELA instructional practices including planning of grade level thematic units, Student Led Conferences, using the Collaborative Literacy curriculum, Trauma Informed

2019 ELA Grade Level Data: Data review including Gap Analysis by standards and proficiency scores.

Proficiency Level	Number of current students by grade		
	4	**5**	**6**
4	0	7	2
3	22	13	7
2	54	37	12
1	56	61	87

New teachers have worked with the instructional coach to assist with the transition to the ELA curriculum, assessments and planning..

Grade level meetings will continue to include DataWise implementation weekly and discussions of strategies to support struggling students (MTSS Level One) twice each month. An instructional focus for the month will be the topic for the remaining two grade level meetings led by instructional coaches. Discussions on how to incorporate more culturally responsive pedagogy will continue.

Classrooms, and Educator Resiliency.

September professional development has included using the Workshop Model, Small Group Reading instruction - planning and delivery, using AimsWeb for progress monitoring, effective use of Chromebooks in the classroom, providing Tier 2 interventions and implementation of the DataWise Protocol. Adjustments were made based on 2019 PI results.

Multi-Tiered Systems of Support (MTSS):

The MTSS process which was developed by School 33 is being implemented, however some changes have been made.Intervention is happening 5 days/week for 20 minutes daily. Universal AIS plans will document student progress at Tier 2 and if students are not making progress toward goals, teachers will proceed to Level One of the MTSS process. Level One is the responsibility of the Grade Level teams who meet twice monthly to

				discuss students in need of additional support, documenting suggestions from the team in Grade Level meeting minutes which is in the shared folder on the school Google Drive. This shared folder will allow the MTSS school team to access any student's AIS plans when discussing next steps. Teachers will implement appropriate strategies and move to Level Two MTSS team meeting if progress is not made and there is consistent student attendance. The MTSS team will determine which Tier 3 intervention is appropriate and set new goals. Student progress will be revisited after two-five week intervention cycles and consistent student attendance. If little or no progress is made and attendance is consistent, the team will recommend a SET (Special Education Team) review. Adjustments were made based on staffing and process for identification of students in need of additional services.		

#39: 3-8 Math All Students MGP	43.4	45.4		Yes	**Master Schedule** The schedule was established to include an 80-minute block of Math with 20 minutes daily for Math intervention. Math is taught using the RCSD curriculum and Zearn in a 50/50 Model. .	**NWEA** **2019 Math Item Analysis**	**Target:** 563 students are enrolled in Grades 3-6. Need 256 students to score at least a 2 or higher to meet this indicator.

Target:

563 students are enrolled in Grades 3-6. Need 256 students to score at least a 2 or higher to meet this indicator.

Grade level teams are meeting to triangulate data and calculate projected PI for their class, grade level, and school.

Blended Learning: Teachers will implement the Zearn 50/50 model. This involves the classroom teacher(s) completing a brief mini-lesson and then pulling half of the class for explicit instruction in an area of need while the remaining students learn independently through the Zearn online curriculum.

Fall Math NWEA Data:

Projected Proficiency Data

	% of Students Projected Level 2 and Above
3	30.46
4	39.01
5	26.45
6	23.33

Instructional Math Coach
Services provided job-embedded support to targeted teachers in need of additional support in regards to instructional strategies and curriculum implementation based on observations and needs assessment. In addition, coach works on planning, assessing, instructing using technology and reflecting on teacher practice collaboratively with teachers.

Data review at grade level DataWise meeting for Building Assessment Literacy.

2019 Math Grade Level Data: Data review including Gap Analysis by

Professional Development

Summer PD included seven hours in culturally responsive pedagogical practices and knowledge, Student Led Conferences, Trauma Informed Classrooms and Educator Resiliency.

September professional development has included the using the Workshop Model, implementation of Zearn in a 50/50 Model, providing Tier 2 interventions and implementation of the DataWise Protocol.

Multi-Tiered Systems of Support (MTSS):

The MTSS process which was developed by School 33 is being implemented, however some changes have been made.Intervention is happening 5 days/week for 20 minutes daily. Universal AIS plans will document student progress at Tier 2 and if students are not making progress toward goals, teachers will proceed to Level One of the MTSS

standards and proficiency score and shared at grade level meeting DataWise meeting.

Proficiency Level	Number of current students by grade		
	4	**5**	**6**
Level 4	16	5	3
Level 3	25	12	6
Level 2	37	35	22
Level 1	60	70	76

New teachers continue to work with the instructional coach to assist with the transition to theZearn 50/50 Model, assessments and planning.

Grade level meetings will continue to include DataWise implementation weekly and discussions of strategies to support struggling students (MTSS Level One) twice each month. An instructional focus for the month will be the topic for the remaining two grade level meetings led by instructional coaches. Discussions on how to incorporate more culturally responsive pedagogy will continue.

process. Level One is the responsibility of the Grade Level teams who meet twice monthly to discuss students in need of additional support, documenting suggestions from the team in Grade Level meeting minutes which is in the shared folder on the school Google Drive. This shared folder will allow the MTSS school team to access any student's AIS plans when discussing next steps. Teachers will implement appropriate strategies and move to Level Two MTSS team meeting if progress is not made and there is consistent student attendance. The MTSS team will determine which Tier 3 intervention is appropriate and set new goals. Student progress will be revisited after two-five week intervention cycles and consistent student attendance. If little or no progress is made and attendance is consistent, the team will recommend a SET (Special Education Team) review. Adjustments were made based on staffing and process for

					identification of students in need of additional services.		

#100: 3-8 ELA All Students Core Subject Performance Index	58.1	68.1		Yes	**See Indicator #33.**	**See Indicator #33.**	**See Indicator #33.**
#110: 3-8 Math All Students Core Subject Performance Index	52.5	62.5		Yes	**See Indicator #39.**	**See Indicator #39.**	**See Indicator #39.**
#150: Grade 4 and 8 Science All Students Core Subject Performance Index	172.2	178.5		Yes	**Master Schedule:** A daily 40 minute Science/S.S. block is included for each teacher in the master schedule to allow for 5 days of explicit content area instruction a week. Adjustments were made for 4th grade teachers to embed Social Studies in the ELA block and teach Science during the 40 minute block. **Small Group Pull-out with Specialist:** Six reading and intervention specialists work with small groups (6-7 students) daily to provide targeted science instruction that reflects topics from the NYS	**2019 Science 4 Item Analysis** **Pre and Post Unit Assessments based on NYS Science Grade 4 Exam** **Attendance for Small Groups**	**Pre and Post Assessments** Data from the item analysis informed the development of each science unit for small group instruction. Pre- and post-assessments are administered at the beginning and end of each rotation for small groups. Data is reviewed with 4th grade teachers and strategies for effectively embedding vocabulary and content have been shared. Teachers continue to follow the district created Scope and Sequence. **Small Group Instruction** Student attendance during small groups is recorded and data will be included when reviewing

					Science exam. Students rotate through daily stations including a Pre-assessment, vocabulary, content reading, constructed response writing, application and Post-assessment. Embedded practice with Performance tasks is included in the application rotation. New groups will be formed throughout the year to include all 4th grade students.		effectiveness of small group instruction.

| #160: 3-8 Chronic Absenteeism All Students | 43% | 38% | | yes | **School-wide Initiatives**
The school-based attendance team has implemented the following year-long incentives:
"First 3 days" perfect attendance raffle Weekly perfect attendance that results in a monthly raffle for primary (PreK-3) and intermediate (4-6) grades. Winners are recognized via announcements. Monthly best average attendance by class. A display in the cafeteria will recognize our first and second place winners for both primary and intermediate grades by month. A class that earns first place three times over the course of the year earns a pizza party; a class that earns second place three times over the course of the year earns a "special runner up prize" of their choice. | **SPA Attendance Data**
Perfect Attendance Chronic and Severely Chronic Absenteeism Average Daily Attendance by class **Walking School Bus Attendance** | **Walking School Bus**
Two students who were severely chronically absent last year have consistent attendance. Routes continue to be strategically planned to include additional neighborhood students.

Chronic Absenteeism Grades 1-6
Our current data on chronic absence for grades 1-6 is reflected as the following:

Data for 20+ days absent includes 8 students currently on the No Show list. Since October 1st, 53% of students were removed from the No Show list.
Trends will be identified as more weekly data is gathered. Data is reviewed weekly and utilization of the ArcGIS has allowed us to see exactly where our students live. This tool supports our efforts with the Walking School Bus. |

					- Semesterly Perfect Attendance Breakfast - all students and their families who earned perfect attendance for each semester are celebrated with a special breakfast recognition. - Walking School Bus - our team engages family members/ parents/guardians to guide groups of students en route to school. This addresses chronic data from last year which showed that 50%+ of our chronically absent students live within 1.5 miles of our school. We currently have one route operating with 12 students. We are background checking additional parent volunteers and canvassing to connect interested parents and neighbors to the initiative. We have a raffle system in place that allows students participating and parents leading to earn prizes on a weekly basis based on the number of days they attend that week.		

					Targeted Intervention Our team meets bimonthly to review data and discuss intervention strategies necessary for specific groups of students. We focus on the number of days missed for each student. Our goal is to keep the number of students at or below 18 days absent to no more than **332** students in grades 1-6 (38%). We continue to track data for students in PreK-6 and Grades 1-6, the number of students who fall into the following categories: 20 days or more, 15-19 days, 10-14 days, 5-9 days, planning for further outreach (phone calls, letters home, home visits, referral to community resources).		

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	no CS model in 17-18	"Effective rating on CS Implementation Rubric For Cohort 2 Schools		Yes	Key strategies and activities, as described in the continuation plan, fell into five primary areas. Updates regarding implementation in each area are described below: **Community School Needs Assessment** We are using the NCCS Needs Assessment Toolkit to align our activities with progress made in regards to the	**Community School Needs Assessment - in development** **Community Partner Meetings** **Education and Communication about our Community School**	**Community School Needs Assessment** Initial information collected from the neighborhood canvassing event has identified some priority needs including transportation for neighborhood students, increased school-wide communication, and student psychological and physical safety.

					Needs Assessment. Our timeline for designing, administering, and completing the Needs Assessment is projected to be completed by April 2020. **Community Partners** Our partners currently provide services in the domains of: health and mental health (whole child health), dental services, afterschool programming, teacher professional development, classroom tutoring/mentoring, restorative discipline and recreation. Regular quarterly meetings among our community partners are scheduled and will allow us to put a strong focus on building productive and collaborative relationships with our partners. We are also working to ensure we have a strong, aligned partnership between our three co-located institutions: our school, our recreation center, and our public library. Scheduled quarterly meetings between day-to-day leadership of each institution will focus on "moving from co-location to collaboration". **Case Management Tracking Tool** A pilot version of the Case Management Tracking Tool has been developed. Staff and community partners are scheduled to be trained by December 1. Parent Consent forms are required and continue to be collected.		We are working with the following to develop a plan to honor family members and residents for their time leading this project with stipends: - Community-based participatory researchers - Sankofa Communiversity - University of Rochester's Center for Urban Education Success **Community Partners** October1st meeting feedback identified the following highlights: - Staff cooperation and support for students - School receptiveness to partner involvement - Student enthusiasm Areas for improvement include: - Outreach to most challenging students - Communication with all families - Partner to school communication and accountability - balance of academic learning with mental health/social emotional learning

							Recommendations based on this feedback still need to be formulated and implemented.
							Education and Communication about our Community School
							3- Day Canvassing Event:
							● 21 volunteers
							● 155 homes visited
							● 57 contacts with resident
							● 31 parent/guardian of School 33 student
							See above for areas of concern.
							Community School Newsletter
							https://conta.cc/32fZhQj
							Copies have been distributed and are available in the main office, front lobby, parent room and recreation center as well as online.
							Community School Coffee and Donuts
							Two events have taken place.

#6 Family and Community Engagement (DTSDE Tenet 6)				Yes	**PTA:** We will have an active PTA that focuses on coordinating parent engagement events and highlighting student achievement throughout the year. Focus includes parent participation in the education of their children aligning with the school's DTSDE Tenet 6 goals and National PTA Standards. At School 33 Open House in September, a survey was administered that gathers parent feedback/interest in different workshop topics. This feedback will be used by FACE to begin developing and coordinating a schedule of parent/adult educational opportunities for the remainder of the year.
					
					CET Family and Community Engagement workgroup
					The FACE workgroup focuses on planning, implementing, and improving practices that align with the DTSDE tenet 6 Phases of Implementation. The FACE workgroup has identified existing elements of parent engagement, including but not limited to the PTA, and determined the need to develop an infrastructure that will strengthen the effectiveness of family and community engagement.
					
					Planning strategies:
						Tenet 6 Implementation Rubric Attendance records
						-FACE workgroup meetings
						-PTA meetings)
						-Parent survey analysis
						-Special Events
						Meeting Agendas/Minutes
							Tenet 6 Implementation - Current Results
							
							Phase 1: Need 19/21 or 90%
							  ● 17/21 = 81%
							Phase 2: Need 12/24 or 50%
							  ● 9/24 = 37.5%
							Phase 3: Need 4/16 or 25%
							  ● 6/16 = 37.5%
							
							PTA
							-Officers attended PTA National Conference July 20, 2019
							- Title I Plan submitted to include food for PTA and FACE meetings and events, parent workshops, a spoken word event, and the Walking School Bus
							-Calendar of events developed and shared
							CET FACE Workgroup
							Monthly FACE workgroup meetings scheduled for 5PM to align with ELT YMCA pick up schedule.

					- We will develop objectives for each of the four DTSDE tenet 6 systems. **Also see Part 4 - CET.** Improvement strategies: - We will target alignment of School-based Title 1 Parent/Family Engagement resources		

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

#94: Providing 200 Hours of Extended Day Learning Time (ELT)	"Compliant" rating on NYSED ELT rubric	"Compliant" rating on NYSED ELT rubric		Yes	ELT Opportunities include academic and enrichment programming provided through the following: ● EnCompass Learning ● YMCA After School Program ● Monroe County Library ● John P. Ryan Recreation Center Opportunity for all students in grades K - 6 for 4 days/5 hours/day Literacy Program will be offered during School Recess.	**ELT Implementation Rubric Program Attendance**	**EnCompass Learning** ● 130 students in Grades 1-6 are registered ● 25 School 33 staff employed **YMCA After School Program** ● 40 student capacity ● Adding 100+ once new funding is available ● School 33 staff employed Library and Rec Center are open daily to support student success in literacy, homework completion and open gym. **Recess Opportunity** ● Planning for two days during each break with a theme. ● Data including attendance and pre-and post assessment will be included. ● Planning for student survey to determine areas of interest.
#105: 3-8 ELA ED Core Subject Performance Index	18-19 baseline60.2	65.2		**See Indicator #33.**	**See Indicator #33.**	**See Indicator #33.**	**See Indicator #33.**

#115: 3-8 Math ED Core Subject Performance Index	55.3	59.9		See Indicator #39.	See Indicator #39.	See Indicator #39.	See Indicator #39.

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

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

Key Strategies		
• **Do not repeat strategies described in Parts I and II.** • If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. • **Every school must discuss the use of technology in the classroom to deliver instruction.**		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction	Yellow	All 3-6 classrooms have access to chromebooks and utilize for both Math and ELA instruction including Zearn, Myon, Lexia and Google Classroom.
2. Shared Drive of School Resources	Green	This digital location is accessible to staff both at school and at home. It includes minutes from grade level, School Based Planning Team and MTSS meetings as well as instructional and operational resources to support school-wide communication and common language.
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 *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
	Full Community Engagement Team meetings this quarter: ● July 30, 2019 ● September 24, 2019 Our large Community Engagement Team has been focused primarily on information sharing and training opportunities relevant to our work: ● The majority of the CET's work occurs in its workgroups, so our large CET meetings have been a space to share out on the efforts and accomplishments of the workgroups. Similar reporting takes place at School Based Planning Team meetings that occur the first Monday of every month. ● We have begun partnering with a former community organizer who now works as an Education Policy Analyst for The Children's Agenda, a local and state education lobbying organization. This individual delivered a training on engagement at our first CET of the school year (September 24th), and is set to deliver a second training on outreach and building our base (especially of families) for our next CET meeting on October 29th. CET Workgroup Meetings:

Curricular Practices	Family and Community Engagement (FACE)	Attendance	Whole Child Health	Data
Consistent scheduled meeting time TBD - once per month is required.	FACE meetings have been scheduled on the third Thursday of every month at 4pm. This time was chosen so that families that pick-up their students from the YMCA program (ending at 5pm) will have a more accessible opportunity to	The CET supplement to the school-based attendance team meets every other week, on Thursdays at 12pm.	WCH workgroup (including our partner, the Greater Rochester Health Foundation)	The Data workgroup has been scheduled to meet every other week on Wednesdays at 4pm.

Smaller groups within this workgroup have been implementing two main initiatives: collegial book circles centered on culturally responsive teaching, and thematic units at each grade level (our first annual theme being All About Rochester). The book circles began meeting in September, and the student work around the first quarter's thematic unit was on display at our Parent Teacher Conference, 10/15/19.	participate, with built-in childcare.

FACE is working on two goals: identifying the modality of communication that families prefer to receive information, and collaborate with PTA to coordinate accessible educational opportunities and workshops for parents and family members. To this end, FACE has begun surveying families on the types of workshops/ trainings that would be most useful to them.

Also See Part II, #6 Family and Community Engagement DTSDE Tenet 6 | This workgroup's activities were described in Part II, #160: 3-8 Chronic Absenteeism All Students. | has had a set schedule of meeting every other Thursday at 2:30pm.

The workgroup has chosen two strategies/activities to focus on as the year begins:
1) Aligning the variety of SEL practices in the building and use of common language

2) Establishing a Mental Health Team. This will identify key personnel and develop a set of protocols for addressing student crises in the building. | The primary focus of this group has been to develop a plan for the Needs Assessment. For the past several meetings, this has meant discussing our existing (archival) data, and strategizing for family involvement and leadership in the Needs Assessment's design and implementation.

This workgroup will also assist other workgroups in both defining and measuring progress toward their goals. Members meet with other workgroups to consult and track discussions of strategy to meet goals. |

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
Green	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)	**See Part II, Indicator #2: Plan for and implement Community School Model**

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. 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.)
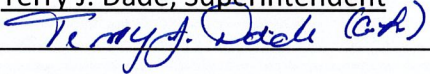
Budget Analysis

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:		n/a
SIG:		**n/a**
CSG:		n/a

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.	
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.
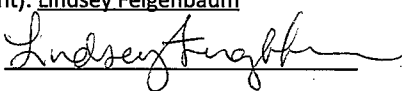
      Name of CET Representative (Print): <u>Lindsey Feigenbaum</u>
      Signature of CET Representative: _____
      Date: _____

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_____

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): Lindsey Feigenbaum

Signature of CET Representative: _Lindsey Feigbum_____

Date: __10/29/2019_____