

## 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: <a href="https://www.rcsdk12.org/Page/52265">https://www.rcsdk12.org/Page/52265</a>			
Vanguard Collegiate High School	23160001097	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6 or 7):			X
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Stephanie Moore  Appointment Date: 07/29/2019	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Carmine Peluso, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Dan Hurley, <i>Director of School Turnaround</i>		9-12	14.1%	27.5%	473

### 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*.

The staff and community of Vanguard Collegiate High School has been working to develop systems and structures that support the achievement of demonstrable improvement. For quarter 1, we have worked hard to introduce and implement Data Wise protocols and collaboration structures during into meetings. Staff has been provided professional development on the Data Wise Improvement Process. The Instructional Leadership Team meets bi-weekly and receives coaching from Harvard, and has participated in two sessions this quarter.



Walkthroughs and professional learning continues to focus on implementation of the Instructional Framework, which serves as a tool for good first teaching. We have analyzed data in our weekly Cohort meetings in order to make informed decisions regarding support for students. We have begun to formulate a team and address needs for our multi-tiered system of support.

We have been embarking on implementation of the Community Schools Framework. The school is currently in the process of developing a Community School Needs Assessment Surveys in order to survey staff, students and families. Results of these surveys will help the school to understand and create a profile of its needs, and inform and drive decisions about the school's programming and operations.

**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](mailto: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	.6	.4	Y	yes	<ul style="list-style-type: none"> <li>● Professional learning focused on Restorative Practices and TCI training</li> <li>● Code of Conduct Training</li> <li>● Family of Ten</li> <li>● Social Emotional Team or Multi-Tiered System of Support</li> </ul>	<ul style="list-style-type: none"> <li>➔ Average Daily Attendance</li> <li>➔ Serious Incidents</li> <li>➔ Suspensions</li> <li>➔ Help Zone Visits</li> <li>➔ Office Referrals</li> </ul>	<p style="text-align: center;">Does the school climate appear to be safe and conducive to learning?</p> <p>Staff was surveyed in early October to get their perspective on school safety. Conversations following on professional development days on clarification, understanding and solutions. Based on evidence of heavy gang activity on campus, we have initiated gang awareness/prevention training for staff and identified students.</p>



							<ul style="list-style-type: none"> <li>•53 incidents, 0 serious</li> </ul> <p>LTS = 9</p> <ul style="list-style-type: none"> <li>•Back on Track visits = 152, with 36 repeats</li> <li>•Help Zone visits = 241</li> </ul> <p>Family of Ten advisory groups will meet bi-weekly beginning in November to provide social emotional support and build relationships with students.</p> <p>The Multi-tiered System of Supports team has been established and is currently developing structures for referring and supporting students.</p>
67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	31%	37%		yes	<ul style="list-style-type: none"> <li>● Instructional Focused Meetings</li> <li>● Targeted Intervention</li> <li>● Regents Preparation</li> <li>● Credit Recovery</li> <li>● Saturday and Recess Work Sessions</li> <li>● Staffing</li> </ul> <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> <li>→ Use of Common Formative Assessments</li> <li>→ Use of practice questions</li> <li>→ Use of item analysis to deep dive with team areas/topics/standards in need of improvement</li> <li>→ Progress Reports</li> <li>→ Report Card</li> <li>→ Walkthrough Data (with content area director once per month)</li> <li>→ Math Regents Results</li> <li>→ Cohort Meetings</li> </ul>	<p>Currently we have 16/128 students meeting this DI. We need a total of 48 and we are focusing on the 32 more needed and all students in order to meet and exceed target Interventions include:</p> <ul style="list-style-type: none"> <li>~in-class formative assessments</li> <li>model former regents examinations</li> <li>~use district created common assessments for Algebra 1R, Geometry R, Algebra IIR. Create</li> </ul>



							<p>common assessment for Algebra 2 to be given end MP1        ~bi-weekly math department meetings        ~Cert math teacher to support in Sped SC classrooms        ~Review classes, regents prep        ~Focused Cohort and Instruction Meetings</p> <p>Currently passing regents course:        Alg I: 50/101        Alg II: 13/19        Geometry: 20/28</p>								
<p>69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regents</p>	<p>17%</p>	<p>23%</p>		<p>yes</p>	<ul style="list-style-type: none"> <li>● Instructional Data Meetings</li> <li>● Targeted Intervention</li> <li>● Regents Preparation</li> <li>● Credit Recovery</li> <li>● Saturday and Recess Work Sessions</li> <li>● Staffing</li> </ul> <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> <li>→ Use of Common Formative Assessments</li> <li>→ Use of practice questions/essay prompts</li> <li>→ Use of item analysis to deep dive with team areas/topics/standards in need of improvement</li> <li>→ Progress Reports</li> <li>→ Report Card</li> <li>→ Walkthrough Data (with content area director once per month)</li> <li>→ ELA Regents Results</li> <li>→ Cohort Meetings</li> <li>→ Reading/Writing strategy across content being used</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008000; color: white;"> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI</th> <th># of students to be proximal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">130</td> <td style="text-align: center;">30</td> <td style="text-align: center;">12</td> <td style="text-align: center;">Need 18 more</td> </tr> </tbody> </table> <p>Currently we have 12/130 students meeting this DI. We need a total of 30 and we are focusing on the 18 more needed to pass but all students as well in order to exceed Interventions Include:        ~TEAL Writing strategy, composition books, after school support, samples of student writing reviewed by department team, differentiated instruction (SPED, ELL), NYS Rubric Modeling Part II, III, timed writing/MC practice</p>	Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students to be proximal	130	30	12	Need 18 more
Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students to be proximal												
130	30	12	Need 18 more												



								<p>~bi-weekly ELA department meetings ~Review classes, regents prep, ~Focused Cohort and Instruction Meetings ~Extra push in support from Literacy Intervention Teacher ~<b>51/102 passing Q 1 as of 10/11/19 progress reports.</b> phone calls, parent teacher conferences, after school support. 10th Grade Honors students to take the Regents in January Future Planning to support DI: ~NWEA MAPS SKILLS Assessment, Common Assessment: NYS Rubrics, Part II, III. New Visions Common Assessment grades 9-10. ~Survey each student in ELA 9 Lab MAPS Skills assessment to serve as a baseline for data for progress monitoring for Literacy Intervention at the 9th grade level. Once individual skills are identified through the results of the assessment, literacy teachers will work with students for 6 week intervals for intervention purposes during their literacy lab course. Students will be assessed again</p>
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							during Winter 2020, and Spring 2020.
70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Student	51%	57%		no	<ul style="list-style-type: none"> <li>● Ensure summer enrollment and status</li> <li>● Reassignment of Administration/Counseling staff</li> <li>● Additional Online Credit Recovery Labs</li> <li>● Instructional Leadership Team</li> <li>● DataWise Improvement Process</li> <li>● Family of 10</li> <li>● Strategic master scheduling</li> </ul>	<ul style="list-style-type: none"> <li>→ Credit Accrual Status</li> <li>→ Cohort Tracking</li> <li>→ Quarter 1, 2, 3 and IProgress Reports</li> <li>→ Administrator/Teacher Data Conversations</li> <li>→ January 2019 Regents Results</li> </ul>	<p>Currently we have 9/162 students meeting this DI. We need a total of 93 and we are focusing on the 84 more needed. we have 62 projected to be on target for graduation. Interventions Include:</p> <p>~We have 24 that are behind on credits that we are focusing on to get regents exams and credits (OCR, opened up Regents review classes). We reviewed each transcript for accuracy with an individual meeting with each student to review status. Letters were sent to families as well. Need 7 more, focus on top 12 (~8.5 credits to enroll in OCR).</p> <p>~Weekly Cohort Meetings</p> <p>~Attendance checks weekly</p> <p>~Scheduled visits to program schools 10/22 (All City) to verify the status of students enrolled. Scheduled for 3-4 times per year.</p>



88 - 2019/20 2015 Total Cohort 5-Year Grad Rate - All Students	49%	55%		no	See Indicator 70	See Indicator 70	Currently we have 65/188 students meeting this DI. We need a total of 104 and we are focusing on the 39 more needed. We currently have 20/39 enrolled in alternate programming. Interventions Include: See Indicator 70
120 - HS ELA All Students Performance Index	59.2	69.2		yes	See Indicator 69 and 70 for additional information	See Indicator 69 and 70 for additional information	For cohort 2016 we currently have: 45 students at Level 1 28 students at Level 2 16 students at Level 3 3 students at Level 4  Need 112/162 students to score a level 2 or higher to meet this indicator.  Currently passing regents course: 51/102
130 - HS Math All Students Performance Index	59.2	69.2		yes	See Indicator 67 and 70 for additional information	See Indicator 67 and 70 for additional information	For cohort 2016 we currently have: 76 students at Level 1 55 students at Level 2 4 students at Level 3 0 students at Level 4  Need 112/162 students to score a level 2 or higher to meet this indicator.  Currently passing regents course: Alg I: 50/101





							Alg II: 13/19 Geometry: 20/28
140 - College, Career and Civic Readiness Index	42..1	52.1		no	<ul style="list-style-type: none"> <li>● Cohort Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>→ Review all transcripts</li> <li>→ Inventory of student career interest surveys</li> <li>→ Present multiple options/pathways and survey to ensure understanding</li> <li>→ Survey graduated students on readiness</li> </ul>	<p>~Total AP offerings = 3 (Literature (29), US (20), Virtual AP Environmental Science (2))</p> <p>~2016 Cohort currently has:            Advanced Regents Track = 3            Regents Track = 38            Local= 24            CDOS Credential =33 (can be regent or local)            Dual Enrollment = 1 (community college)            SkillsUSA to be reviewed after regents in January            ~Mid marking period grade reports- will need to identify Cohort 2016            ~4 college visits scheduled: 11/21, 12/4. 20 colleges coming to campus            Currently passing course:            AP Lang.: 26/29            US: tbd/20 -teacher out due to medical            ES: tbs/2</p>
170- HS Chronic Absenteeism - All Student	75%	66%		no	<ul style="list-style-type: none"> <li>● Attendance Team Meetings</li> <li>● Family of Ten</li> </ul>	<ul style="list-style-type: none"> <li>→ Average Daily Attendance</li> <li>→ Attendance Blitz list</li> <li>→ Home visits</li> </ul>	<p>Current Chronic Absenteeism Rate= 51%</p> <p>~As of 10/29, 126 students have missed 18 or more days</p> <p>~On 10/11 staff participated in 41 homes visits and made approximately 153 phone calls to students with concerning attendance. Targeted students</p>



							<p>missing 50% of the days of school. We also made positive calls for students with good attendance to encourage it to continue.</p> <p>10/17: District’s monthly        ~attendance blitz        ~The school will continue to partner with the RCSD Attendance Office to triangulate attendance data.        ~The Attendance Team continues to meet bi-weekly and includes Administrators, Home School Assistant, Social Workers, Counselors, Wellness Coordinator, Representatives from Monroe County Probation, FACT Team, and Youth Development Coordinator        ~Home-School Assistants will continue to conduct home visits/ phone calls to re-engage students identified in attendance team meetings        ~Family of Ten selected and kick off to start November.</p>
190 - HS ELP Success Ratio - All Students	.7	.9		No	<ul style="list-style-type: none"> <li>● Instructional Data Meetings</li> <li>● Targeted Intervention</li> <li>● Regents Preparation</li> <li>● Credit Recovery</li> <li>● Saturday and Recess Work Sessions</li> <li>● ENL Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>→ NYSESLAT</li> <li>→ Exiting ENL status</li> <li>→ Use of Common Formative/Classroom Assessments</li> <li>→ Review and analyze student work quarterly</li> <li>→ Progress Reports to include comment on language proficiency</li> </ul>	<p>Total Population = 110</p> <p>Entering = 1</p> <p>Emerging = 4</p> <p>Transitioning = 25</p> <p>Expanding = 44</p> <p>Commanding = 9</p> <p>Enrollment in Program Schools:</p>



					See Indicator 70 for additional information	progress from the ENL teacher  See Indicator 70 for additional information	Bilingual Academy = 8 RIA = 18 All City = 1 •NYSESLAT = 97 tested  ~Strategic placement of students due to results from last year in ELA ~Use of writing strategy across content (TEAL) ~Use of pictures to help with vocabulary understanding
230 - HS Science All Students Performance Index	98	108		yes	<ul style="list-style-type: none"> <li>● Instructional Data Meetings</li> <li>● Targeted Intervention</li> <li>● Regents Preparation</li> <li>● Credit Recovery</li> <li>● Saturday and Recess Work Sessions</li> <li>● Staffing</li> <li>● Lab Minute Recovery</li> </ul> <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> <li>→ Use of Common Formative/Classroom Assessments</li> <li>→ Use of practice questions-including practical tasks</li> <li>→ Use of item analysis to deep dive with team areas/topics/standards in need of improvement</li> <li>→ Progress Reports</li> <li>→ Cohort Meetings</li> <li>→ Reading/Writing strategy across content being used</li> </ul> <p>See Indicator 70 for additional information</p>	For cohort 2016 we currently have: 37 students at Level 1 23 students at Level 2 37 students at Level 3 1 student at Level 4  ~bi-weekly department meetings  Currently passing regents course: Living Env: 59/160 Earth Science: 47/89 Physics: 13/21
240 - HS Social Studies All Students Performance Index	102.4	112.4		yes	<ul style="list-style-type: none"> <li>● Instructional Data Meetings</li> <li>● Targeted Intervention</li> <li>● Regents Preparation</li> <li>● Credit Recovery</li> <li>● Saturday and Recess Work Sessions</li> <li>● Staffing</li> </ul>	<ul style="list-style-type: none"> <li>→ Use of Common Formative/ Classroom Assessments</li> <li>→ Use of practice questions</li> <li>→ Use of item analysis to deep dive with team</li> </ul>	For cohort 2016 we currently have: 53 students at Level 1 25 students at Level 2 32 students at Level 3 3 students at Level 4



					See Indicator 70 for additional information	<p>areas/topics/standards in need of improvement</p> <ul style="list-style-type: none"> <li>→ Progress Reports</li> <li>→ Walkthrough Data (with content area director once per month)</li> <li>→ Cohort Meetings</li> <li>→ Reading/Writing strategy across content being used</li> </ul> <p>See Indicator 70 for additional information</p>	<p>~content area executive director visits monthly for walkthroughs with administration and attends department meetings bi-weekly</p> <p>~bi-weekly department meetings</p> <p>Currently passing regents course:          Global I: 40/89          Global II: 13/21          US: 14/33 *not all students teach out</p>	
250 - 2019-20: Total Cohort 6-Year Grade Rate - All Students	61%	66%		No	See Indicator 70	See Indicator 70	<p>Currently we have 83/175 students meeting this DI. We need a total of 116 and we are in need of 33 more but we only have 24 students still enrolled. Hence we will not meet this DI but we will focus on getting our students what they need to graduate. We currently have 16/33 enrolled in alternate programming and 8 still attending VCHS.</p> <p>Interventions Include:          See Indicator 70</p>	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	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	CSM Implementation Rubric			<ul style="list-style-type: none"> <li>Hire a Community School Site Coordinator by September 2019. This addition will support building a strong, focused community engagement team to help focus on oversight and roll out of many of the school's partnership needs</li> </ul>	<ul style="list-style-type: none"> <li>→ Agenda to be designed for each meeting</li> <li>→ New partnerships and continued or growing ones</li> </ul>	~still working to get Community School Site Coordinator ~First CET introductory meeting held. Next meeting with focus 10/25 ~Currently we are developing per the rating guidelines. Lots of work to be done in this area of focus
6 - Family and Community Engagement (Tenet 6)	n/a				<ul style="list-style-type: none"> <li>Recruit families for opportunities to be a part of the school community, decisions and planning committees</li> </ul>	<ul style="list-style-type: none"> <li>→ Tenet 6 pre-self-assessment</li> <li>→ Attendance Sheets</li> <li>→ Family surveys</li> </ul>	~First CET introductory meeting held. Next meeting with focus 10/25 ~Tenet 6 Guidelines Pre-Assessment indicates we are currently meeting 26/61 of the indicators. We are working towards 29 in the yellow stage.



							~Encourage family involvement with every call, interaction, and communication sent ~increasing communication through social media, robo calls, and video communication	
66 - 2019-20: 2018 Total Cohort (10th Graders) with 5 or more credits	45%	51%			See Indicator 70 for additional information	See Indicator 70 for additional information	All students currently attending Vanguard are on track to having 5 or more credits in the 19-20 school year ~Mid marking period grade review ~Cohort meetings	
68 - 2019-20: 2017 Total Cohort (11th Graders) with 5 or more credits	39%	45%			See Indicator 70 for additional information	See Indicator 70 for additional information	All students currently attending Vanguard are on track to having 5 or more credits in the 19-20 school year ~Mid marking period Grade review ~Cohort meetings	
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a				<ul style="list-style-type: none"> <li>● Expanded Learning Time</li> <li>● After School, Saturday and Recess Work Sessions</li> </ul>	→ Attendance	~Working on plan to address additional 20 hours during Saturday School, After School, or break programming.	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>					
<ul style="list-style-type: none"> <li>• Do not repeat strategies described in Parts I and II.</li> <li>• 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.</li> <li>• Every school must discuss the use of technology in the classroom to deliver instruction.</li> </ul>					
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.					
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status	Analysis/Report Out



(R/Y/G)			
	To date the CET has met twice, 10/4/19 and 10/25/2019. See agenda for meeting minutes and more information.		
<b><i>Powers of the Receiver</i></b>			
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"> <li>· 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.</li> <li>· 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.</li> <li>· 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.</li> <li>· The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>· 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.</li> </ul>		
<b>Green</b>	<b>Yellow</b>	<b>Red</b>	
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> .	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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.	
<b>Required Activities</b>	<b>Provide updates to each activity with regard to its planning, implementation, or operations.</b>
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)	

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

*(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)*



<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-2020</b> (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:		

**Part VII: *Best Practices (Optional)***

<i>Best Practices</i>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

**Part VIII – Assurance and Attestation**



By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry J. Dade, Superintendent  
Signature of Receiver: *Terry J. Dade (ad.)*  
Date: October 31, 2019

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_



**Part Insurance 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): \_\_\_\_\_  
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): Stephanie Moore  
Signature of CET Representative: [Signature]  
Date: 10/25/19

Justin Morris  
Keri Darnedelle  
Robert Dalt-Cover  
Elizabeth Helbig  
KELLI MANNELINO  
Katherine Forney  
Andrew Berman  
Rebecca Cody  
Nora Román  
Stacie K Natak

[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
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