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		
Joseph C. Wilson Foundation Academy (WFA)	26-16-00-01-0668	Rochester City Schools		Check which plan below applies:		
				SIG		SCEP
				Cohort (6 or 7): Model:		X
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	*If new, attach resume. Dr. Deasure A. Matthew Appointment Date: 2007; 2012	Dr. Elizabeth Mascitti-Miller, *Deputy Superintendent of Administration* Dr. Shirley JA Green, *School Chief* Michele Alberti White, *Executive Director of School Innovation* Brennen Colwell, *Office of School Innovation*	K-8	5.6%	17.6%	540

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*.
Introduction Joseph C. Wilson Foundation Academy is a K-8 school located in the Rochester City School District. It offers the International Baccalaureate (IB) Middle Years Program for 7th and 8th grades and is in the 2nd year of consideration for the Primary Years Program for Kindergarten to 6th grade. We believe that the social and emotional development of adolescent youth is equally important as their intellectual growth and nurturing each area will foster a positive self-image and responsible citizens in our

school and community. Wilson Foundation Academy faculty and staff are committed to creating a learning environment that supports the achievement of its scholars; provides equal access to programs and initiatives; and shares the accountability for the growth and development of each child.

Implementing Key Strategies

Key strategies used to support improved achievement include:

- The use of common data protocol – Data Wise – with all school-based instructional teams;
- Weekly Instructional Learning Team (ILT) sessions used to review school goals and data updates;
- Rochester Instructional Learning Framework (RILF) toolkit presented to staff with expectation to use for resources
- School-wide literacy program implemented K-6 – Being a Writer/Reader
- Evidence of student learning through display of work and feedback to students on progress

Engaging the Community

Engaging the community to support improved achievement includes:

- Community partnership with Southwest Area Neighborhood Association (SWAN) is under review by United Way – key funding source for SWAN.
- Empire State Grant submitted with intent to partner with Center for Youth Afterschool Program.
- In progress of establishing a formal Parent Teacher Organization
- Monthly meetings with Community Engagement Team to monitor progress toward meeting Levels 1 and 2 targets and provide input and develop recommendations

for the intervention plan and provide periodic feedback as the plan is implemented – meetings scheduled for the 4th Tuesday of every month.

Enacting Receivership

Wilson Foundation Academy is taking provisions to maximize rapid academic achievement and reduce achievement gaps. Through research-based strategies (such as, Primary Project for K-3, School-Wide PBIS, and school-developed Positive Referrals) to address the social, health, and academic needs of students and families, the school community intends to ensure continued improvement in student achievement after the period of the school receivership has ended.

Level 1 and Level 2 Indicators

Joseph C. Wilson Foundation Academy has twelve indicators. The State Education Department assigned the seven Level 1 indicators based on the outcomes falling below the state's baseline. Through collaborative participation, the school's community engagement team selected the remaining five Level 2 indicators.

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.
33- 3-8 ELA All Students MGP	42.3	44.3	*(yellow)*	yes	1. Rochester Instructional Learning Framework (RILF) as the instructional design and its toolkit is utilized as a resource for use with lesson ideas and activities. 2. Implement school-wide literacy program - Being a Reader and Being a Writer for K-6; 7th/8th grade ELA teachers administered baseline writing pieces to assess student needs. 3. Teachers will develop and revise unit lesson plans that r the IB Primary Years and Middle Years framework. 4. PLC and Student Advisory - this was initially a pilot program that was to take place	There are no NYSED data points to monitor MGP specifically, however, we use the following to support student progress: 1. NYS Assessments results 2. NWEA - ELA 3. Common Formative Assessments (CFA) 4. Fountas and Pinnell (for all grades)	1. Intervention teacher team has reviewed student data from 2018-19 and have created/shared electronic data wall with all staff that includes comparative date over multiple years (NYS assessments, NWEA results) for all students. 2. Baseline assessments have been completed for all 3-8th grade students - NWEA, CFA, and Fontas and Pinnel. Intervention groups have been created based on this data. Teachers are using the information to align their work with specific student needs. 3. Data Coach has met with 7th/8th grade teachers to share student scores on the aforementioned

					exclusively in seventh grade. Due to new leadership and the resignation of the teacher responsible WFA has decided not to continue with this strategy.		assessments and has begun quarterly meetings with 7th/8th grade students to review NYS and NWEA scores with each student so they understand what the numbers mean, how it identifies them as a reader and what they can do to improve. 4. Teachers have continued to meet weekly with grade-level teams and department teams that focus on student progress in class, review of CFA and student intervention plans. 5. Use of co-teaching models (Parallel and Team) have allowed for smaller group instruction and more targeted support for students. 6. Members of the ILT are present at each team meeting to support teachers. Data Wise protocols continue to be used in all meetings.
39- Math All Students MGP	43.4	45.4		yes			1. Use of Math Coach for targeted support for intervention. 2. Rochester Instructional Framework (RIF) as the instructional design and its toolkit is utilized as a resource for use with lesson ideas and activities. 3. Teachers will develop and revise unit lesson plans that r the IB Primary Years and Middle Years framework. 4. PLC Advisory Group - see above discussions.	There are no NYSED data points to specifically monitor MGP; however, we use the following to support student progress: 1. NYS Assessments results 2. NWEA - MATH 3. Common Formative Assessments (CFA) 4. Zearn progress monitoring	1. Intervention teacher team has reviewed student data from 2018-19 and have created/shared electronic data wall with all staff that includes comparative date over multiple years (NYS assessments, NWEA results) for all students. 2. Baseline assessments have been completed for all 3-8th grade students - NWEA, CFA. Provide data update and summary. 3. Data Coach has met with 7th/8th grade teachers to share student scores and has begun quarterly meetings with 7th/8th grade

						students to review NYS and NWEA scores with each student so they understand what the numbers mean, how it identifies them as a learner and what they can do to improve. 4. Teachers meet weekly with grade-level teams and department teams that focus on student progress in class, review of CFA and student intervention plans. 5. Use of co-teaching models (Parallel and Team) have allowed for smaller group instruction and more targeted support for students. 6. Members of the ILT are present at each team meeting to support teachers. Data Wise protocols continue to be used in all meetings. 7. Math Intervention teacher supports teachers by observing lessons, co-teaching and small-group instruction. The intervention teacher participates in weekly department meetings and serves on the ILT. 8. 7th and 8th grade students given CFA to identify gaps and needs for learning
						    a. student intervention groups developed based on analysis of baseline
						    b. students in 8th grade algebra will be given a sample NY State assessment to gauge the likelihood of preparing them to be co-tested in 2020 in

							Math 8 assessment and Algebra 1 Regents
100- 3-8 ELA All Students Core Subject Performance Index	47.3	57.3		yes		See Indicator #33	2019 Progress Target **was met.** As of Sept 10, 2019 450 active students enrolled and we would need 258 students to score at level 2 or above to meet progress for 2020. See Indicator #33	See Indicator #33
110- 3-8 Math All Students Core Subject Performance Index	32.2	42.2		yes		See Indicator #39	2019 Progress Target was not met. As of Sept 10, 2019 450 active students enrolled and we would need 190 students to score at or above level 2 to meet progress for 2020. See Indicator #39	See Indicator #39
150- Grades 4 and 8 Science All Students	116.2	126.2		yes		1. Collaborative partnership with teacher team and CO science department - Executive Director of Science visits the science	2019 Progress Target was not met. As of October 17, 2019 183 active students enrolled	1. K-6 Teachers will utilize Rochester Initiative for Science Education (RISE)

Core Subject Performance Index					classes once per week and provides support and feedback to the teachers.
					2. Rochester Instructional Learning Framework (RILF) as the instructional design and its toolkit is explored for use with lesson ideas and activities.
					3. Use of NY LE Regents assessments for CFA development and use.
						and we would need all students to score at level 2-4 to meet progress for 2020.
						1. NWEA - science assessment
						2. NYS Assessments
						3. Common Formative Assessments (CFA)
						4. Formal and informal classroom observations
						5. School-wide visibility – Standards-based bulletin boards
						6. ILT, grade-level team and department meeting agendas/attendance sheets
							Kits and other materials to engage students in hands-on activities.
							2. 8th grade students in self-contained classroom (12:1:1 and 6:1:2) follow the RIF science pacing chart to guide instructional timeline to support progress toward science standards
							3. 8th grade general education students are enrolled in Living Environment (LE)
							   a. In October, lab minute benchmarks will be established (December, March, and May) to support LE lab completion
							   b. LE teachers will develop weekly CFA using Regents questions to support student readiness-progress will be monitored and additional support during lunch and after school tutoring will be developed based on needs.
							   c. LE-certified math teacher will help conduct labs and support instructional periods when schedule allows for time for her to "push in" to the science classes.

160- 3-8 Chronic Absenteeism-All Students	33%	30%		yes	1. Attendance Watch Team will monitor student attendance and partner with families to support student chronic absenteeism	2019 Progress Target was not met. As of October 17, 2019, 540 active students enrolled and the following data points	1. Attendance Watch Team meets on Fridays to go over the chronic absentee list to determine the needs of

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2. Student and class recognitions used to recognize perfect and improved attendance
3. Home visits and outreach will done to communicate with parents on importance of attendance

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are being used to monitor attendance and chronic absenteeism.

1. Average Daily Attendance reports through SPA data warehouse
2. Chronic Absentee Reports through SPA
3. Attendance reports by grade level and identified students with absentee status of 10 days or greater.

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students/families to support attendance.

2. Daily calls are made to the homes of absent students.
3. Average Daily Attendance for school and per grade level are publicly displayed in the front of the school on sandwich board for all to see - special thank you note to parents are included in the posting.
4. Daily announcement of Perfect Attendance for each class and middle school group is announced.
5. Monthly celebration for perfect attendance is being planned to begin in October.
6. Consideration is being made on how to calculate "improved attendance" so that students can be acknowledged and encouraged.
7. Attendance Team will begin to use "attendance postcards" to send home to families to communicate attendance/tardy concerns as well as acknowledge attendance improvements.
8. Details on plans for "Attendance Prize Patrol" are underway to acknowledge students who have improved their attendance - visit to the homes of students by school principal/assistant principal with balloons and yard sign to celebrate student's improvement in attendance.
9. WFA's leadership team has met and will continue to meet with the Executive Director of Attendance to support in targeting students who are

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						at risk for becoming chronically absent.
180- 3-8 ELP Success Ratio- All Students	.5	.7		yes	See Indicator #33 & #39	2019 performance outcome is unknown as of Oct. 14, 2019. However, ELP success ratio is supported by the following: 1. NYSESLAT assessment 2. NWEA - ELA 3. Common Formative Assessments (CFA) 4. Being a Reader Assessments	ELP student data is still being gathered centrally and by the State Education Department. Once the student information is shared with the school, we will establish specific intervention needs. In the meantime: 1. ELL students receive ESOL instruction with push-in and pull-out services determined by the level of proficiency. 2. Student intervention services are also provided to support ELA class and RtI supports are based NY State ELA results and NWEA outcomes. 3. Students are exposed to and participate in standards-based instruction in all subject areas and their needs will be addressed through class differentiated tasks and through the push-in and pull-out support they receive. 4. ESOL teachers are providing push-in/pull-out services and have expressed concern that not all services are being provided to students. This concern has been shared with the District's language department to determine if additional staffing is needed.

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

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
2 - Plan for and Implement Community School Model	n/a	CSM Rubric	(Green)	yes	Parent Liaison is working with ILT members, teachers and parents to better identify needs and the supports to establish and implement the Community School Model	-Survey Data -Community School Rubric	1. Two ILT members selected to serve as "Champion" for Level 2 Indicator #2 to closely monitor and implement rubric tasks and activities. 2. Attendance list of student and family participation at school events is gathered and recorded to maintain accurate and current parent contact information and record of participation

							3. Community Site Coordinator has been identified
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		yes	1. Create a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. 2. Parent Liaison, PWS, SBPT and school community at large will work with parents to increase parent partnership with the school;	1. School event calendar 2. Record of ROBO calls 3. Parent attendance record at school events. 4. Parent/family sign-in sheets at school and classroom events 5. Student attendance and participation record	1. NY State Family and Community Engagement Tenet 6 rubric shared with CET and ILT to review and use as a guideline to monitor progress. 2. Three ILT members selected to serve as "Champions" for Level 2 Indicator #6 to closely monitor and implement rubric tasks and activities. 3. Parent group name established as "PAWS" - Parents Always Willing to Serve; parent luncheon planned in mid-October to gain membership/participation from parents.
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		yes	1. Student learning time increase as evidenced by the total number of school hours for instruction in core academic subjects 2. Students are offered enrichment activities that contribute to a well-rounded education, such as physical activities, service learning, or experiential and work-based learning opportunities. 3. Create opportunities for teachers to collaborate, plan, and engage in	1. School event calendar indicating events and activities 2. Professional Development calendar and plan; teacher participation attendance 3. Student attendance and participation record	Wilson Foundation has regular school day, operating from 7:30am - 2:00pm, offers additional instruction time beyond the SED requirements of 5.5 hours per day. Extra instructional time offers both intervention and acceleration-based opportunities to students. Enrichments in the form of clubs

					professional development within and across grades and subjects.			and sports are underway and well attended. The school is currently in the planning stages of adding additional opportunities for after school activities for students and has been able to already begin the following clubs: -drumming club (sponsored by lowes) -art club -photo club (thursdays and saturdays) - sponsored by Studio 360 -family orientation over the summer -parent teacher/curriculum night -Saturday school planned for later this year
105- 3-8 ELA ED Core Subject Performance Index	44	54		yes	See Indicator #33		2019 Progress Target **was met.** As of Sept 10, 2019 -450 active students enrolled and we would need 243 students scoring at Level 2 to meet progress target. See Indicator #33	See Indicator #33
115- 3-8 Math ED Core Subject Performance Index	29.9	39.9		yes	See Indicator #39		2019 Progress Target was not met. As of Sept 10, 2019 -450 active students enrolled and we would need 180 students scoring at Level 2 to meet progress target.	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.		
2.		
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.

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<u>Part IV</u> *Community Engagement Team and Receivership Powers*

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

Status (R/Y/G)	Analysis/Report Out
	The CET continues to meet monthly,in order to continually review the plan and the status of the school's Demonstrable Improvement Indicators. WFA will host its next CET meeting in November. Agenda items for this meeting include the school's progress towards its indicators, identification of indicators needing additional supports, and brainstorming of ways to meet needs as identified through this process. Recruitment of CET members continues this year so that all constituents can be represented. The school's CET roster can be found here: https://www.rcsdk12.org/Page/52301

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
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year: · Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. · Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. · Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. · The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. · Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.

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

Part V – *Community Schools Grant (CSG)*

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

Community Schools Grant (CSG)	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	**Provide updates to each activity with regard to its planning, implementation, or operations.**
Community-Wide Needs Assessment (if one is being conducted in 18-19)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	The Receivership Public Hearing was held on _____.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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

Part VI – *Budget*

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

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

Part VII: *Best Practices (Optional)*

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

2.		
3.		

Part VIII – *Assurance and Attestation*

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

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

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

    Name of CET Representative (Print): _____
    Signature of CET Representative: _____
    Date: _____

2.	
3.	

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Signature of CET Representative: _____
Date: _____

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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): *Chantal Lischer*

Signature of CET Representative: *Chantal Lischer*

Date: 10/28/19