

Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 31, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
EAST EPO – Lower School EAST EPO – Upper School	261600010105	Rochester City School District	University of Rochester	Check which plan below applies:			
	261600010061			SIG	SCEP EPO Plan		
				Cohort (4, 5, 6, or 7?): Model:			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Shaun C. Nelms, Ed.D	Marlene Blocker - (Upper School)	Steve Uebbing- Project Director Lorna Washington- Spec. Asst. to EPO Superintendent Susan Meier – Chief Academic Officer		9-12	21%	13%	729
	Tanya Wilson (Lower School) Appointment Date:			6-8	15%	10%	327



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(As required under Section 211(f) of NYS Ed. Law)

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 first quarter of the 2017-18 school year looks promising in regards to our ability to meet the majority of the demonstrable improvement indicators. There are several indicators such as the school safety, reduction in drop-outs, math regents passing rates, and the implementation of the community school model that we are certain to achieve the progress targets. Many others such as 3-8 and Regents ELA scores for all students, Science 8 scores, 4 year graduation rates, and student attendance are trending in the right direction and should yield positive results as long as we continue to stay the course with our current initiatives and monitoring/tracking metrics. However, there are a few that we are certain not to meet such as the 4 year graduation rates with advanced designation, high school ELA and math, and 3-8 math for students with disabilities. For those indicators that are most challenging, we have implemented systems to better track and analyze the data, and adjust interventions as needed to improve outcomes.

The key strategies that have been most impactful this quarter include: the use of technology in the classroom to deliver instruction, extensive use of the teacher leader model for coaching, demonstration lessons, and leading curriculum development, and the planning for inclusion of Student-led conferences at both the Lower School and a pilot to be rolled out in the spring at the Upper School.

In an effort to better engage the East community and to transition into a Community School, there was a forum held on September 28th. There have been CET/FACE committee meetings held on September 21st and October 19th. Each meeting has provided an opportunity for parents, teachers and community members to provide information via our Let's Talk application, directly through email or verbally with administrative staff members. Although the Community School Grant (CSG) funds have not been approved or received as of yet, there has been work done to expand the partnership with School #33 as well as specific agency partners. For example, we have expanded the partnership with one of our Community partners (Foodlink) to support fundraising efforts to build up supplies for the food and clothing pantry at East. In the process of developing a plan to increase the number of scholars who have signed dental consent forms on file so that they may utilize the smile-mobile for preventative dental services. We are also hosting a play for parents/families and scholars that addresses bullying, teenage pregnancy, childhood obesity and healthy living options which includes a Q&A session and a list of available resources as well as access that evening to



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community partners for families in need of support with these areas.

During this first quarter, there has been limited need to exercise the powers of the receiver. The powers that have been continued include the following: 1) Review, alter or replace curriculum and program offerings of the school; the curriculum is continually being reviewed and revised. 2) Replace teachers and administrators/increase salaries/-. The majority of the staff has remained in place. When necessary we have filled teacher and administrative vacancies and compensated with an average 9% increase, in accordance with our agreed upon contractual specifications and processes. 3) Expand the school day - Extended learning time was embedded into the school day. Lower School students attend school from 7:30-3pm and upper school from 8-3:30 pm.

Attention – This document is intended to be completed by the School Receiver and/or its designee 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 web-site.



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Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the implementation status, does the school expect to meet the 2017-18 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 17-18 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.
#1 Priority Schools Make Yearly Progress (LS & US)	N/A	Make Progress		No	Implementation of Key Measures to assist us in measuring pertinent outputs that will allow us to meet our demonstrable improvement indicators. Also have revised and expanded the common formative assessments (administered every 5 weeks). These assessments have been aligned to standards and rubrics. We are also utilizing two week progress reports in our lower school for all content areas.	Common Formative Assessments Key Measures Progress reports	We are working to implement a new evaluation system for key indicators to obtain data points for hard to measure interventions



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#9 3-8 ELA All Students Level 2 and Above (LS)	17%	23%	Yes	1. (school wide) Instruction: Year Three shift to Deliberate practice includes specific criteria for written lesson plans and walk through form is modified to reflect those, see below. Increased specialized consultant support: social studies, CTE, math, English; shifted supports in science. 2. (school wide) Summer Curriculum writing 2017: Stage 3 curriculum work: focused on learning experiences, evidence of learning, connection to standards, and criteria for success 3. (school wide) School Year Three instruction focus on Deliberate practice (1.The lesson activates prior knowledge. 2.The students are engaged in the thinking; the teacher is not doing the thinking for the students. 3. The lesson is logically sequenced to produce learning at the correct level of challenge. Note: the sequence of instruction includes both planned questions and scaffolds. 4.MAC protocols are used where appropriate. 5. Students talk to construct understanding. 6.Students will get feedback on their progress toward the LT during the lesson. 7. Reflection on learning (metacognition) is built in.	1. Written lesson plans are being checked by administrators each quarter. Administrators give feedback in writing 2. Curriculum is posted in SharePoint. 3. Instruction is monitored by walk throughs, which create a spreadsheet report. Walk through form modified so all walk-throughs give feedback in our Lesson Quality Criteria areas.	- Lesson plans include learning targets that meet more of our criteria. - ELA curriculum much closer in timing alignment to engageny modules: embedded assessments should correlate to NYS test scores. - Walk throughs of ELA 6-8 indicate some progress in learning targets and LT practices, on task behavior, planning for student - We are getting set up for impact; new evaluation system being established for key indicators to obtain data points for hard to measure interventions (e.g. support room model rubric.)
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			students think about their thinking. 8. Closure (summary) consolidates knowledge at end of lesson and provides more evidence of learning. 4. (all courses with ELLs) Additional focus area: instruction for ELLs, e.g. addition of language targets to lesson plan template and expected modifications for ELLs in plan. 5. ELA Literacy: New: addition of literacy services for lowest readers 6. ELA Literacy: Purchase of READ 180 Universal program (update) and training 7. (school wide) Hiring of previous consultant for ELA and Managing the Active Classroom as full time teacher leader at East (coaching the coaches) Increasing coaching cycles for all ELA and literacy teachers 8. (school wide) Addition of data cycle for all courses using common formative assessments. 9. (Lower School) Shifted two teachers to full time Support Model managers. Support room model development: common expectations and procedures; emphasis on work provision by core content teachers for support activities	19.2% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be bolstered through their experiences throughout this year with both the Expeditionary Learning ELA curriculum as well as through a period of literacy enrichment during which they engage in a reader's/writer's workshop model. 80.8% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be targeted and improved through their experiences throughout this year with both the Expeditionary Learning ELA curriculum including data-informed adjustments to instruction resulting from regular analysis of common formative assessment results, as well as through Tier 2 (and for some Tier 3) literacy intervention. Tier 2 scholars receive an extra period of literacy during which they are engaged in the Read 180 or System 44 program. Tier 3 scholars (those
			4. Reading Inventory gives lexile score for all students grades 8 four times per year. September 2017 6-8 Results from the Reading Inventory: • Advanced: 4.5% • Proficient: 14.7% • Basic: 30.7% • Below Basic: 50.1% 5. Literacy services will include pre and post assessments to show progress. 6. READ 180 universal has extensive data reports re progress. 7. Administrative meetings focus on giving feedback to products and common observation writing. 8. Data cycles for CFAs designed to show progress over time. 9. Rubric created to assess Support Room Model; observations and walk-throughs respond to rubric.	19.2% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be bolstered through their experiences throughout this year with both the Expeditionary Learning ELA curriculum as well as through a period of literacy enrichment during which they engage in a reader's/writer's workshop model. 80.8% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be targeted and improved through their experiences throughout this year with both the Expeditionary Learning ELA curriculum including data-informed adjustments to instruction resulting from regular analysis of common formative assessment results, as well as through Tier 2 (and for some Tier 3) literacy intervention. Tier 2 scholars receive an extra period of literacy during which they are engaged in the Read 180 or System 44 program. Tier 3 scholars (those

CFA Administration #1- ELA			
Total Avg	SWD	Black	
6th-8th grade	43%	36%	43%
6th grade	46%	44%	43%
7th grade	41%	32%	41%
8th grade	42%	33%	44%



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					following the benchmark and help map out potential concepts that need to be looped back later in the year. Units will be modified. 2. Science Test Prep materials, as well as data from the benchmarks, will be provided for support rooms to use to help students in preparing for the state exam throughout the year 3. After school science club will take place every Monday and Wednesday to support targeted groups of students. 4. (proposed) Hire a highly qualified (retired) teacher to support non tenured grade 8 science in the classroom as a sub. 5. Additional support in Science Grade 8 from a certified Science teacher. 6. Data wall created from benchmark exams in the room that splits up different areas of content and student relative success.		
#5 School Safety (US)	59	47 = (PT) <5 = Goal	Yes	Restorative Practices (RP) Family Group Dean of Students for additional support for at-risk scholars Partnerships with community agencies Trauma Informed Instruction	Current Status: 4 Incidents	Current trajectory indicates that progress target will be met.	



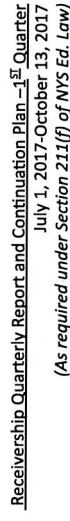
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					Additional staffing for Social Workers and Counselors Anti-Bullying Lesson Plans Play, "Collard Green Curves" MAC Protocols			
#67 2016 Total Cohort Passing Math Regents (Score>=65) (US)	38%	44%	Yes		We redesigned math course offerings to increase time and options for scholars that had previously been unsuccessful. We hired a new Teacher Leader to coach the math department to continue heavy curriculum support for math reform. We have made colleague readiness a focus and scholars have been encouraged to retake exams to shoot for a score of 80 or higher. We increased Summer Professional learning time to enable creation of subject specific (math) preparation materials for Support Room. See above school wide	Current Status: Levels 4/5 = 3.73% Level 3 = 41.61% Level 2 = 21.74% Level 1 = 19.25% Not Tested = 13.66% Total Passing with a 65 or Higher = 45.34%	45.34% of the 2016 Total Cohort has already passed a Math Regents with a 65 or higher and therefore we have met this goal. We will continue to target scholars who have not yet scored a 65 or above and also to monitor this number in the event that the Total Cohort numbers fluctuate due to enrollment changes.	
#69 2015 Total Cohort Passing ELA Regents (Score>=65) (US)	30%	36%	Yes		We increased Summer Professional learning time to enable creation of subject specific (ELA) preparation materials for Support Room. Creation of English Seminar classes was done to increase time spent on content and individualize support needed for concept mastery. See above school wide.	Current Status: Levels 4/5 = 4.68% Level 3 = 3.51% Level 2 = 0.00% Level 1 = 2.34% Not Tested = 89.47% Total Passing with a 65 or Higher =8.19%	8.19% of the 2015 Total Cohort has already passed the English Regents with a 65 or higher. This number is low because the majority of scholars do not sit for the English Regents until the end of their Junior year, which will be upcoming in June 2018 for the 2015 Cohort. The 8.19% represents scholars from this cohort who were accelerated and took the exam at the end of their Sophomore year AP English course.	



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#70 Total Cohort 4-Year Grad Rate- All Students (US)	41%	47%	Yes	Every student is being tracked individually for credit accrual and Regents progress monitoring. Attendance is being tracked to See above school wide	Current Status: Graduated (8/208) = 3.8% Dropped out (37/208) = 17.8% Still Enrolled (163/208) = 78.4% (16 Credits + 3 Regents (90/208) = 43.3%)	43.3% of scholars have earned 16 or more credits and passed at least 3 Regents exams prior to this school year, placing them "on track" for graduation, which gets us very close to the progress target. Because of our school's schedule, scholars have the opportunity to earn up to 10 credits in a year, which puts additional scholars within the 78.4% who are still enrolled within graduation range as well, therefore keeping the progress target within reach. We continue to aggressively track individual data on all scholars in the cohort to monitor progress toward the finish line.
#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)	3%	6%	No	Algebra II has been a stumbling block for our scholars to earn the Advanced Diploma. As a result, we have increased the time in class by 150% so that each day they have instruction for 72 minutes. Counselors have scrubbed transcripts to determine which scholars may be eligible for the 5 credit CTE sequence that can replace the Foreign Language Checkpoint B exam.	Current Status: 21 Students (out of 208) have been identified as potentially being able to earn the advanced diploma.	10.1% of the 2014 Cohort have been identified as potentially being able to earn the advanced diploma, putting the progress target within reach. These scholars have been scheduled accordingly and we continue to track individual data to monitor progress toward this designation.
#88 Total Cohort 5-Year Grad Rate- All Students (US)	48%	54%	No		Current Status: Graduated (153/338) = 45.3% Dropped Out (142/338) = 42.0% Still Enrolled (43/338) = 12.7% (Need 30)	45.3% of the 2013 Cohort has graduated and 12.7% are still enrolled, making the highest possible rate 58% (within reach of the target). However, initial progress monitoring indicates that

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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 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 17-18 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 (LS)	N/A	75% of targets are met	Yes		Board approved partnership with a neighborhood elementary school. There are also plans to expand the health center and to establish an on-site dental suite as part of the facilities modernization plan. There will also be a continuation of the use of the smile-mobile to provide preventive dental services	Number of scholars who live in the neighborhood who apply for enrollment at East for the 2018-19 school year Number of scholars attending school #33 who apply for enrollment at East for the 2018-19 school year Number of scholars who utilize the smile-mobile for dental services	An increase in the number of East scholars who live in the neighborhood and/or attended School #33. Increase in the number of scholars who return consent forms and utilize the smile mobile at East



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#6 Family and Community Engagement (DTSDE Tenet 6) (LS)	N/A	Stage 3	Yes	Based on recommendations from our review of Tenet 6 in Spring 2017, the Principal has created a system for documenting all family contacts, including those that are family initiated. This system allows us to easily pull data, target families with whom we have had little to no interaction, and quickly share information on a scholar with all Lower School staff. Additionally, the Principal sends out weekly reminders to staff on the number of contacts made and has explicitly stated the expectation that families are contacted by all staff. The logging system allows administration to view the number of contacts that each staff member makes. Lower School has also planned and implemented two new events as of 10/19/17. The first is Family Breakfast. On 9/29/17, families of Lower School scholars were invited to eat breakfast with our scholars and staff. Staff shared strategies for parents/families to help their scholars at home in each content area. On 10/21/17, twenty-five Lower School Staff members visited 51 families at home. Families that had not been to one of the three school events to date were	- Family initiated contact for support (LS) tracker - General number of contacts with families (LS) - Home visits (LS) - Parent membership on FACE (CET)	115 (as of 10/19/17) documented instances of families initiating contact for support from East Lower School. - Logged 962 contacts with families (as of 10/19/17). - Completed 51 home visits on one Saturday to meet families. There have been 43 additional home visits to lower school families. - Parent membership as part of the CET/ FACE committee has increased
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#10 3-8 ELA SWD Level 2 and Above (LS)	6%			targeted for these Saturday visits. The purpose was to make a personal connection with each family and to find ways East Lower School could support the families. The first Parent-Teacher Conference night at East included additional services to engage families. Dinner, music, barber services, and family photo opportunities were offered. Reading inventory Workshop model	September 2017 6-8 Results from the Reading Inventory: - Advanced: 0.0% - Proficient: 3.2% - Basic: 16.1% - Below Basic: 80.7 %	3.2% of scholars with disabilities in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in September 2017. The literacy skills of these scholars will be bolstered through their experiences throughout this year with both the Expeditionary Learning ELA curriculum (supported by implementation of a consultant teacher/resource model) as well as through a period of literacy enrichment during which they engage in a reader's/writer's workshop model. 96.8% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2017. The literacy skills of these
	10%	Yes				



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					scholars will be targeted and improved through their experiences throughout this year with both the Expeditionary Learning ELA curriculum (supported by implementation of a consultant teacher/resource model) including data-informed adjustments to instruction resulting from regular collaborative analysis of common formative assessment results by the ELA and Special Education teachers, as well as through Tier 2 (and for some Tier 3) literacy intervention. Tier 2 scholars receive an extra period of literacy during which they are engaged in the Read 180 or System 44 program. Tier 3 scholars (those far below basic) also receive an additional small group literacy intervention 2-3 times per week during their Support Period or receive added support during Resource.
#11-3-8 ELA Black Students Level 2 and Above (LS)	18%	24%	Yes	This is an exploratory year for culturally rigorous and relevant pedagogy. The initial cohort of teachers will make recommendations end of year on adjustments/revisions for our curriculum. September 2017 6-8 Results from the Reading Inventory: - Advanced: 3.3% - Proficient: 14.4% - Basic: 34.5% - Below Basic: 47.8 %	17.7% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be



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#16 3-8 Math SWD Level 2 and Above (LS)	1%	5%					bolstered through the same strategies as mentioned under DI #9 above. 82.3% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2017. We are optimistic that the literacy skills of these scholars will be targeted and improved through the same strategies as mentioned under DI #9 above.
#16 3-8 Math SWD Level 2 and Above (LS)	1%	5%					The data shared is from the benchmark formative assessment that is given six times per year. The math team conducts regular analysis of these common formative assessment results and adjusts instruction accordingly. We are currently developing a Tier 3 intervention plan for math that will occur in Support.

CFA Administration #1- Math			
	Total Avg	SWD	Black
6th-8th grade	35%	34%	38%
6th grade	43%	50%	40%
7th grade	29%	29%	37%
8th grade	18%	24%	26%
Algebra	49%	na	49%



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#17 3-8 Math Black Students Level 2 and Above (LS)	24%	30%			Math intervention for Tier 2 and Tier 3 students will begin November 27th in Support classes. A diagnostic test will be administered to all Tier 2 and Tier 3 scholars. Using this data, scholars will begin intervention through a responsive computer-based program. In addition to math and school wide programs described above, this is an exploratory year for culturally rigorous and relevant pedagogy. The initial cohort of teachers and consultants learning and will make recommendation end of year	<table><tr><th colspan="4">CFA Administration #1- Math</th></tr><tr><th></th><th>Total</th><th>Avg</th><th>SWD</th><th>Black</th></tr><tr><td>6th-8th grade</td><td></td><td>35%</td><td>34%</td><td>38%</td></tr><tr><td>6th grade</td><td></td><td>43%</td><td>50%</td><td>40%</td></tr><tr><td>7th grade</td><td></td><td>29%</td><td>29%</td><td>37%</td></tr><tr><td>8th grade</td><td></td><td>18%</td><td>24%</td><td>26%</td></tr><tr><td>Algebra</td><td></td><td>49%</td><td>na</td><td>49%</td></tr></table> The data shared is from the benchmark formative assessment that is given six times per year. The math team conducts regular analysis of these common formative assessment results and adjusts instruction accordingly. We are currently developing a Tier 3 intervention plan for math that will occur in Support.	CFA Administration #1- Math					Total	Avg	SWD	Black	6th-8th grade		35%	34%	38%	6th grade		43%	50%	40%	7th grade		29%	29%	37%	8th grade		18%	24%	26%	Algebra		49%	na	49%
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Algebra		49%	na	49%																																				
#3 Student Attendance (US)	81%	84%			The school has weekly attendance meetings where all collaborative agencies and school social workers and counselors work with Monroe County representatives to examine weekly attendance data, develop plans for improvement, agency referral, and plan for home visits. Updated examinations of period by period attendance have begun to look for patterns of student behavior and develop plans to address identified patterns.	Current Status: Average Daily Attendance YTD: 85.6% ADA by Cohort: 2017 = 91.0% 2016 = 86.9% 2015 = 88.9% 2014 = 84.3%																																		
#21 HS ELA All Students Level 2 and Above (US)	70%	76%				Current Status: 65 and Above = 45.6% 55-64 = 10.0% 0-54 = 27.5% Not Tested = 16.9%																																		
#27 HS Math All Students Level 2 and Above (US)	74%	80%				Current Status: 65 and Above = 65.6% 55-64 = 11.3%																																		



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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		For the 2017-18 school year we have added 10 additional carts (250 total Chromebooks). 74 teachers re-applied for a cart and we had 26 new applicants (new hires/r180/new interest teachers). We were able to accommodate all 100 requests in the 67 rooms. We have created a technology committee made up of 14 teachers, we meet every second Monday of each month. We hope to plan a "tech day" to support teachers at some point this year.	We have chromebooks for every student in the school. They are currently utilized in classrooms by teachers who have receiving training. The majority of the teachers have had the training; our goal is 100% by this summer.



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2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		N/A	
3.	Extensive use of teacher leader model for coaching, demonstration lessons, and leading curriculum development work.		Fully implemented: evidence of impact is existence of new curriculum materials and lessons being taught in classrooms as observed during walk-throughs	
4.	Double periods for math and ELA/literacy grades 6-9		Fully implemented	
5.	Student-led family conferences		The pilot of this initiative in Lower School was very successful last year. This format allowed us to meet with 45% of our families and discuss performance and opportunities for improvement which represents a significant increase. As a result, LS will hold two student-led family conferences in the 2017-18 year and Upper School will hold one such conference as a pilot in spring of this academic year.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<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 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out



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	Family and Community Engagement (CET) committee meetings are held monthly; dates are posted at the beginning of each academic year and are listed in the principal bulletins. Parents are also sent a reminder for upcoming meetings in the mail, at least 3 weeks prior to the meeting and a robo-call one-two days before. All meetings are open. We have seen increased parent participation in these meetings during the first quarter. At the first meeting on 9/21/17, there were 7 parents; the second meeting on 10/19/17, 11 parents attended. FACE has supported 3 family related events so far this year: Orientation for both schools 8/31/17; Open House for both schools 9/28/17; and, Parent teacher conference/Agency Fair/Family Dinner Night 10/12/17. In our first three events: 52% of Lower School families have attended at least one event and 15% of Lower School families have attended more than one event; 18% of Upper School families have attended at least one event and 3% of Upper School families have attended more than one event. The family event survey from 10/12/17 indicates that 90% of respondents rated the event excellent or very good; 90% of respondents felt the event was extremely valuable/very valuable in helping them feel more connected to the school; and, 90% of respondents felt the staff was extremely/very informative. Given the increase in parent participation in FACE meetings and other leadership committees, increased attendance at family events, and improved two-way communication, we believe combining events and new communication strategies are being impactful.				
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				
	During this first quarter, there has been limited need to exercise the powers of the receiver. To date the following has been done: 1) <i>Review, alter or replace curriculum and program offerings of the school</i>; the curriculum is continually being reviewed and revised. 2) <i>Replace teachers and administrators/increase salaries/-</i>. The majority of the staff has remained in place. When necessary we have filled teacher and administrative vacancies and compensated with an average 9% increase, in accordance with our agreed upon contractual specifications and processes. 3) <i>Expand the school day</i> - Extended learning time was embedded into the school day. Lower School students attend school from 7:30-3pm and upper school from 8-3:30 pm. 5) <i>Reallocate the existing school budget</i>; The budget has been approved by the RCSD and allocations are based on implementation of best practices. 7) <i>Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s)</i>; Previously negotiated agreements (since the EPO began) are still in place.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



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Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
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 17-18)	A Community wide needs assessment was done recently and is not being completed during the 2017-18 school year
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)	There was a community forum held on September 28 th . There have been CET/FACE committee meetings held on September 21 st and October 19 th . Each meeting has provided an opportunity for parents, teachers and community members to provide information via our Let's Talk application, directly through email or verbally with administrative staff members.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All notifications have been mailed to parents in both English and Spanish at least 3 weeks prior to the associated event. There is also a calendar of events on the website (https://www.rcsdk12.org/domain/11634) that is updated on a monthly basis.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	The person who oversees the community schools work is a member of the CET/FACE committee and attends the monthly meetings.
Steering Committee (challenges, meetings held, accomplishments)	There have been CET/FACE committee meetings held on September 21 st and October 19 th . Each meeting has provided an opportunity for parents, teachers and community members to provide information via our Let's Talk application, directly through email or verbally with administrative staff members.
Feeder School Services (specific services offered and impact)	The CSG funds have not been approved or received as of yet so specific services have been minimal at this point.
Community School Site Coordinator (accomplishments and challenges)	Although the CSG funds have not been approved or received to support the expanded role that includes community school oversight, there has been work done to expand the partnership with School #33 as well as specific agency partners. For example, the partnership with Connected Communities has begun in effort to develop a communication plan for parents/families of school #33 scholars. There has been a list of talking points developed about EAST for Connected Communities to use as an outreach tool for families who live in the neighborhood of EAST. There has been a collaboration between EAST and the RCSD to provide data specific to the residents who live in the Emma/Beechwood neighborhood to support recruitment and outreach efforts. Expanded partnership with



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		one of our Community partners (Foodlink) to support fundraising efforts to build up supplies for the food and clothing pantry at East. In the process of developing a plan to increase the number of scholars who have signed dental consent forms on file so that they may utilize the smile-mobile for preventative dental services. Hosting a play for both parents/families and scholars that addresses bullying, teenage pregnancy, childhood obesity and healthy living options which includes a Q&A session and a list of available resources as well as access that evening to community partners for families in need of support with these areas.
		The CSG funds have not been approved or received as of yet so specific activities have been minimal at this point.
		The CSG funds have not been approved or received as of yet so specific activities have been minimal at this point.

Green	Yellow	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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.		

Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The CSG funds have not been approved or received as of yet so specific activities have been minimal at this point.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The CSG funds have not been approved or received as of yet so specific activities have been minimal at this point.

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/N/G)	If expenditures from the approved 17-18 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:		All identified expenditures thus far are on target. The submitted expenditures are for salary, benefits, and indirect costs.



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SIG:		N/A
CSG:		As the grant has not yet been approved by OISR, we are moving along very cautiously so as not to over-expend the general fund budget.

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



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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): Shaun C. Nelms
Signature of Receiver: [Signature]
Date: 10/30/2017

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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): KEARA KNIGHT
Signature of CET Representative: [Signature]
Date: 10/31/17

