

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2018 to October 13, 2018

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 X	
			Cohort (4, 5, 6, or ??):  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- Asst. Superintendent Susan Meier – Chief Academic Officer	9-12	17%	14%	671	
	Tanya Wilson (Lower School)		6-8	11%	14%	363	
	Appointment Date: 7/2015 (Blocker) 7/2016 (Wilson)						

#### 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 the 2018-19 school year is underway. We have updated with report with our current DII standings, knowing that many of them will change when the new DIIs are released. 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 are improving from this time last year. Indicators 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: 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 Upper School. In addition, this year all content areas are utilizing curriculum embedded performance tasks (CEPTs) as or in addition to final unit assessments, and it is our expectation that these highly engaging, rigorous, and relevant performance assessments will increase engagement and achievement. Our curriculum has increased visibility since all documents are on shared drives; documents have been shared with RCSD District office and the Board of Education, with the plan to make these products available to all faculty in RCSD. This increased scrutiny is also building pressure for refining, completing, editing, and improving curriculum, a major EPO investment.

In an effort to better engage the East community and to transition into a Community School, we have been undergoing a needs assessment renewal to identify the areas of need most pertinent to our school community. There have been CET/FACE committee meetings held on September 20th and October 18th. Each meeting has provided an opportunity for parents to share their experiences at a Community Schools and Parent Engagement conference. Additionally, teachers and community members have the opportunity to provide feedback via our Let's Talk application, directly through email or verbally with administrative staff members. There is work being done to submit items for inclusion





into the extended Community School Grant (CSG). Additionally, we are working closely with the RCSD to expand the partnership with School #33 as well as specific agency partners.

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](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 web-site.



**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	2018-19 Progress Target (estimated since DIIs not identified for 18-19 yet)	Status (R/Y/G )	Based on the current implementation status, does the school expect to meet the 2018-19 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.
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#9 3-8 ELA All Students Level 2 and Above (LS)	17%	26%		Yes	<ol style="list-style-type: none"><li>1. School Wide focus on literacy. This includes a master schedule that was designed around literacy needs. Those reading below grade level now receive daily reading intervention for 72 minutes/day. Additionally, monthly staff meetings are focused on implementing a literacy strategy in every classroom. Also, the entire school is reading a novel together through Family Group.</li><li>2. Vocabulary intervention has been implemented into Support.</li><li>3. (school wide) Instruction: Year Four: Goal focus area is curriculum embedded performance tasks (CEPTs) one per year that includes an external audience; feedback; use of models, both for CEPTs and for enhancing students' ability to give feedback to themselves. Half day release days devoted to CEPTs, curriculum, and feedback focus.</li><li>4. (school wide) Summer Curriculum writing 2018: Developing our mission-aligned performance assessment system, see above (CEPTs with models). Continuing curriculum unit and lesson development and refinement.</li></ol>	<ol style="list-style-type: none"><li>1. Written lesson plans are being checked by administrators each quarter. Administrators give feedback in writing</li><li>2. Curriculum is posted in SharePoint.</li><li>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.</li><li>4. Reading Inventory gives lexile score for all students grades 6-8 four times per year. September 2018 Reading Inventory Results: (Total # = 359)<ul style="list-style-type: none"><li>· Advanced = 23/359 = 6.4%</li><li>· Proficient = 61/359 = 17.0%</li><li>· Basic = 117/359 = 32.6%</li></ul>Below Basic = 178/359 =49.6% Literacy services will include pre</li></ol>	<ul style="list-style-type: none"><li>● Lesson plans include learning targets that meet more of our criteria.</li><li>● ELA curriculum much closer in timing alignment to engageny modules: embedded assessments should correlate to NYS test scores.</li><li>● Walk throughs of ELA 6-8 indicate some progress in learning targets and LT practices, on task behavior, planning for student</li><li>● 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.)</li><li>● 23.4% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administrated in September 2018. We are optimistic that the literacy skills of these scholars will be</li></ul>
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				<p>5. Use of language targets expanded by contract to all lessons. Expected modifications for ELLs in plan.</p> <p>6. (school wide) Continuation of expected data cycle for all courses using common formative assessments.</p> <p>7. (Lower School) Further development of Support Room Model with designated managers. Emphasis shifted to targeted interventions, language dives, and vocabulary. Ticket system developed.</p> <p>8. (school wide) Administrative meetings twice a month focus on PL related to curriculum and instruction.</p> <p>9. (school wide) Faculty meetings monthly devoted to Feedback, with follow up required by teacher leaders in CPT.</p>	<p>and post assessments to show progress.</p> <p>5. READ 180 universal has extensive data reports re progress.</p> <p>6. Administrative meetings focus on giving feedback to products and common observation writing.</p> <p>7. Data cycles for CFAs designed to show progress over time.</p> <p>8. Rubric created to assess Support Room Model; observations and walk-throughs respond to rubric.</p>	<p>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.</p> <ul style="list-style-type: none"><li>82.2% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2018. 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</li></ul>
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							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.
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#15 3-8 Math All students Level 2 and Above (LS)	21%	30%		No	<ul style="list-style-type: none"> <li>See above for Schoolwide initiative include both Upper School &amp; Lower Schools</li> <li>Teachers implement anywhere from 1 to 3 targeted interventions during each class based on immediate checks-for understanding creating a responsive classroom with ongoing and tailored interventions.</li> <li>Math intervention is also being provided through Support. Scholars are given a pre-test on the skills needed to be successful in the upcoming unit and then provided tailored intervention to address any gaps by a certified math teacher.</li> <li>The support system includes individual tickets written by math teachers for any student not meeting the learning target and providing intervention materials to the support room.</li> </ul>	<ol style="list-style-type: none"> <li>Written lesson plans are being checked by administrators each quarter. Administrators give feedback in writing</li> <li>Curriculum is posted in SharePoint.</li> <li>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.</li> <li>Administrative meetings focus on giving feedback to products and common observation writing.</li> <li>Data cycles for CFAs designed to show progress over time.</li> <li>Rubric created to assess Support Room Model; observations and walk-throughs respond to rubric.</li> </ol>	<p>Through regular pre-tests, students will be identified for targeted intervention through Support.</p> <p>Daily checks-for-understanding provide in-time support for all students.</p> <p>Lesson plan review and walk-through feedback show positive trends in classroom culture, student engagement, and feedback towards the learning target.</p>
#33 3-8 ELA All Students MGP (LS)	42.17	43.17		No	see above ELA and school wide	see above ELA	see above ELA





#39 3-8 Math All Students MGP (LS)	47.14	51.14		Yes	see above math and school wide	see above math	see above math
#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)	31%	40%		Yes	<p>1. Major staff shifts in lower school science teachers. Continued high level of support from lower school science teacher leader. Our previous Science 8 teacher has been replaced by one of our Science 7 teachers. This looping brings consistency to the program as well as expertise in both content and management.</p> <p>2. Benchmark exams given every 4 weeks: using NYS 8<sup>th</sup> Grade Intermediate Science Exam. Results analyzed to determine areas of needed growth. Each benchmark determines curriculum modifications to address, as well as targeted interventions.</p> <p>3, Science Test Prep materials, as well as data from the benchmarks, continue to be provided for support rooms to use to help students in preparing for the state exam throughout the year.</p>	54/57 students enrolled in Living Environment are on track with lab minutes.	Through regular benchmark assessments, the 8th grade teacher and coach will identify areas of need. Identified areas are targeted for after school tutoring and re-teaching.
#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	Current Status: <b>0 Incidents</b>	Current trajectory indicates that progress target will be met.



					Partnerships with community agencies Trauma Informed Instruction Additional staffing for Social Workers and Counselors Anti -Bullying Lesson Plans MAC Protocols		
#67 2016 Total Cohort Passing Math Regents (Score>=65) (US)	38%	47%		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	<b>Current Status of the 2017 Cohort Passing Rate of the Math Regents Exam:</b> <ul style="list-style-type: none"> <li>• Levels 3-5 = 54.49%</li> <li>• Level 2 = 20.36%</li> <li>• Level 1 = 17.96%</li> </ul> <b>Not Taken = 7.19%</b>	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 2016 Total Cohort Passing ELA Regents (Score>=65) (US)	30%	39%		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.	<b>Current Status of the 2016 Cohort Passing Rate of the ELA Regents Exam:</b> <ul style="list-style-type: none"> <li>• Levels 3-5 = 13.04%</li> <li>• Level 2 = 3.11%</li> <li>• Level 1 = 1.86%</li> </ul> <b>Not Taken = 81.37%</b>	





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#70 Total Cohort 4-Year Grad Rate- All Students (US)	41%	50%		Yes	Every student is being tracked individually for credit accrual and Regents progress monitoring. Attendance is being tracked to See above school wide	<b>Current Status of the 2015 Total Cohort: (Total # = 178)</b> <ul style="list-style-type: none"> <li>• <b>Graduated = 10/178 = 5.6%</b></li> <li>• <b>Still Enrolled = 133/178 = 74.7%</b></li> <li><b>Dropped Out = 35/178 = 19.7%</b></li> </ul>	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 74.7% who are still enrolled within graduation range, 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%	7%		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: 20 Students (out of 178) have been identified as potentially being able to earn the advanced diploma.	12% of the 2015 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%	57%		No		<b>Current Status of the 2014 Total Cohort: (Total # = 203)</b> <ul style="list-style-type: none"> <li>• <b>Graduated = 124/203 = 61.1%</b></li> <li>• <b>Still Enrolled = 32/203 = 15.8%</b></li> <li><b>Dropped Out = 47/203 = 23.2%</b></li> </ul>	61.1% of the 2013 Cohort has graduated and 15.8% are still enrolled, making the highest possible rate 77%.



<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 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 2018-19 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 (LS)	N/A	85% 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
#6 Family and Community Engagement (DTSDE Tenet 6) (LS)	N/A	Stage 4		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.	<ul style="list-style-type: none"> <li>Family initiated contact for support (LS) tracker</li> </ul>	<ul style="list-style-type: none"> <li>Parent membership as part of the CET/ FACE committee has increased</li> </ul>





					<p>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.</p> <p>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.</p> <p>On 11/17/18, twenty-five Lower School Staff members will visit LS families. Families that had not been to one of the three school events to date were targeted for these Saturday visits. The purpose is to make a personal connection with each family and to find ways East Lower School could support the families.</p>	<ul style="list-style-type: none"><li>• General number of contacts with families (LS)</li><li>• Home visits (LS)</li><li>• Parent membership on FACE (CET)</li></ul>	
#10 3-8 ELA SWD Level 2 and Above (LS)	6%	12%		Yes	see above ELA interventions.	September 2018 6-8 Results from the Reading Inventory (Total # 52): <ul style="list-style-type: none"><li>• Advanced = 1/52 = 1.9%</li><li>• Proficient = 3/52 = 5.8%</li></ul>	7.7% of scholars with disabilities in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory



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					<ul style="list-style-type: none"><li>• Basic = <math>11/52 = 21.2\%</math></li><li>• Below Basic = <math>37/52 = 71.2\%</math></li></ul>	<p>administration in September 2018. 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.</p> <p>92.4% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2018. The literacy skills of these 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</p>
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							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%	27%		Yes	We will continue to make revisions and modifications to curriculum for culturally rigorous and relevant modifications. The school wide PBIS approach in lower school this year included a full week of teaching the Seven Habits of Highly Effective Teens and new lower school rules in a restorative model that include Family Group three times each day.	September 2018 Reading Inventory Results: (Total # = 195) <ul style="list-style-type: none"><li>• Advanced = 11/195 = 11.6%</li><li>• Proficient = 33/195 = 16.9%</li><li>• Basic = 69/195 = 35.4%</li><li>• Below Basic = 82/195 = 42.1%</li></ul>	28.5% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in September 2018. We are optimistic that the literacy skills of these scholars will be bolstered through the same strategies as mentioned under DI #9 above.  77.5% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in September 2018. We are optimistic that the literacy skills of these scholars will be targeted and



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							improved through the same strategies as mentioned under DI #9 above.
#16 3-8 Math SWD Level 2 and Above (LS)	1%	7%			See above.		<p>The data shared is from the benchmark formative assessment that is given six times per year.</p> <p>The math team conducts regular analysis of these common formative assessment results and adjusts instruction accordingly.</p> <p>Scaffolds and modifications for SWDs are planned for and written into every lesson plan.</p>
#17 3-8 Math Black Students Level 2 and Above (LS)	24%	33%			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		<p>The data shared is from the benchmark formative assessment that is given six times per year.</p> <p>The math team conducts regular analysis of these common formative assessment results and adjusts instruction accordingly.</p>



#3 Student Attendance (US)	81%	86%			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: <b>Average Daily Attendance YTD: 86.7%</b> (as of 10.26.18)	
#21 HS ELA All Students Level 2 and Above (US)	70%	76%			We added seminar classes which consist of 72 minutes daily English for students who fail English any given year. This replaces the practice of students taking two English courses simultaneously. We have all students in grade 11 and AP/pre-AP students take the Regents in January as well as June. The January Regents is then analyzed for targeted interventions as well as department wide data cycle.	<b>Current Status of the 2015 Accountability Cohort – Passing ELA Regents:</b> •65 and Above = 89/133 = 66.9% •55 – 64 = 17/133 = 12.8% •0 – 54 = 18/133 = 13.5% •Not Taken = 9/133 = 6.8%	
#27 HS Math All Students Level 2 and Above (US)	74%	80%				<b>Current Status of the 2015 Accountability Cohort – Passing Math Regents:</b> •65 and Above = 109/133 = 82.0% •55 – 64 = 19/133 = 14.3% •0 – 54 = 2/133 = 1.5% •Not Taken = 3/133 = 2.3%	
#71 Total Cohort 4-Year Grad	17%	21%			SWD seniors have been identified and specific supports have been developed	<b>Current Status of the 2015 Total Cohort SWDs: (Total # = 23)</b>	





Rate- SWD Students (US)					for each of these students to assist them in passing the necessary exams. Additional Regents prep periods have been inserted in their support periods.	<b>•Graduated = 2/23 = 8.7%</b> <b>•Still Enrolled = 16/23 = 69.6%</b> <b>•Dropped Out = 5/23 = 21.7%</b>	
#82 Drop Out Rate (US)	14%	11%			-Individual student tracking and interventions -all the interventions above: support model, seminar classes, specialized programs including Quest and Quest II.	<b>670 Students were enrolled on BEDS day (October 3, 2018).</b> <b>9 Students have dropped out for the first time since July 1, 2018.</b> <b>Therefore, current dropout rate for indicator #82 = 1.3%</b>	
<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
Curriculum Development		Implemented the Team Drive August 2018 : accessible common system for developing, using, and tracking all curriculum materials including course overviews, unit plans, lesson plans, materials for all lesson plans, common formative assessment, and curriculum embedded performance tasks (CEPTs).
Performance assessment model development: focus on CEPTs with models		Extensive professional learning time Summer 2018 on CEPTs, and models. Expectation for a fully developed CEPT at ,least once per year per course.



	Evidence based practices for instruction: focus on feedback and models		Continue our learning principles sequence with focus on deliberate practice: feedback. School wide monthly PL on feedback followed by implementation PL in the content area collaborative planning times (CPTs).		
	Focus on literacy		Targeted approach to major literacy problem: school wide use of language dives and increased vocabulary instruction through systematic program in the lower school. Faculty meeting time devoted to topic monthly.		
	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		
	Double periods for math and ELA/literacy grades 6-9		Fully implemented		
	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 2018-19 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

##### 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 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
	<p>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 9/20/18, there were 11 parents; the second meeting on 10/18/18, 9 parents and 3 scholars attended. FACE has supported 3 family related events so far this year: Orientations for both schools including a bilingual session (yielding 848 attendees for the upper and lower school orientations and 50 for the bilingual session) ; Open House for both schools resulting in 343 attendees; and, Parent teacher conference/Agency Fair/Family Dinner Night on 10/11/18.</p> <p>The family event survey from 9/27/18 indicates that 91% of respondents rated the event excellent or very good; 99% of respondents felt the event was extremely valuable/very valuable in helping them feel more connected to the school; and, 99% 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.</p> <p>For this school year we will continue to refine our school-family communication strategies. This includes translating materials, ensuring timely transmission, and utilizing multimedia. We will also add a new strategy of ensuring all family group teachers call home once a month for their family group scholars, inviting families to school events and making positive connections.</p> <p>We will also continue to integrate celebrations and ownership of scholar learning throughout the school. Not only is this a high-leverage practice to deepen scholar learning, but it encourages families to be brought in as equal partners in the school-family-scholar relationship.</p>
<b><u>Powers of the Receiver</u></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>During this first quarter, there has been limited need to exercise the powers of the receiver. To date the following has been done:</p> <p>1) <i>Review, alter or replace curriculum and program offerings of the school</i>; the curriculum is continually being reviewed and revised.</p> <p>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.</p>





	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.

## 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)	We are in the process of updating our community needs assessment. We have held interviews, focus groups and general discussions with various stakeholders including the community, teachers, scholars, parents and other school staff. We expect the written report to be ready in December.
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)	We have seen increased parent participation in our FACE/CET meetings and other parent events during the first quarter. At the first FACE/CET meeting on 9/20/18, there were 11 parents; the second meeting on 10/18/18, 9 parents and 3 scholars attended. FACE/CET has supported 3 family related events so far this year: Orientations for both schools including a bilingual session (yielding 848 attendees for the upper and lower school orientations and 50 for the bilingual session) ; Open House for both schools resulting in 343 attendees; and, Parent teacher conference/Agency Fair/Family Dinner Night on 10/11/18. 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 school administration and staff.



2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Written 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 ( <a href="https://www.rcsdk12.org/domain/11634">https://www.rcsdk12.org/domain/11634</a> ) 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 20th and October 18th. 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. We have seen these meetings morph into parent led sessions. The most recent meeting ended with a request from parents to be a part of the Co-chair committee which has not been possible in the past due to the lack of consistent parent participation and engagement.
Feeder School Services (specific services offered and impact)	There is an amendment being prepared for the CSG extension. Until then, activities that have occurred have been those that do not require funding, such as attendance at parent orientations, open house, etc.
Community School Site Coordinator (accomplishments and challenges)	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 been working to develop a communication plan for parents/families of school #33 scholars which utilizes parent ambassadors from each school to connect with other parents advising them of the school partnership and what this means for their child and the rights/privileges that are in tact. There has also been a list of talking points developed about EAST for Connected Communities to use as the 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 an area church 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.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	There is an amendment being prepared for the additional CSG funds, so specific activities will be utilized once the proposed expenditures have been approved.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	There is an amendment being prepared for the additional CSG funds, so specific activities will be utilized once the proposed expenditures have been approved.





<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 <u>with impact</u> .	<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.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/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 as well as the continuation of certain vendor contracts.
SIG:		N/A
CSG:		There is an amendment being prepared and will be submitted soon for the additional CSG funds



## Part VII: Best Practices (Optional)

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

## Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Shaun Helms  
Signature of Receiver: [Signature]  
Date: 10-31-18



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): CATHERINE WILSON

Signature of CET Representative: Catherine Wilson

Date: 10/31/18