

## Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="https://www.rcsdk12.org/Page/52288">https://www.rcsdk12.org/Page/52288</a>			
John Walton Spencer School #16	261600010016	RCSD		Check which grant(s) below apply:			
				CSG	PSSG	SIG (6 or 7)	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Lesli Myers-Small	Lisa Garrow	Sheela Webster, Chief of Schools		PreK-6	3%	18%	399 *Captured 12/22/20 via SPA
	Appointment Date: July 2018	Dan Hurley, Executive Director of Innovation					

<b>Executive Summary</b>
<p>Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i>.</p>
<p>John Walton Spencer School No. 16 continues to be focused on student attendance, safety, strengthening partnerships, improving instructional practices and increasing student achievement. The school leaders and staff continue to monitor and adjust systems and structures that support these areas of focus. Through the use of the Data Wise process, Data Meetings, job embedded professional development, walkthroughs and School - Wide Learning Walks our instructional leadership team continues to analyze data/school - wide needs and identify areas where adjustments are needed. We continue to make adjustments to how instruction is delivered to students and to the type of instruction students receive. The attendance team continues to use a tiered support process to identify students with attendance concerns and strategically provides support to the students and families. We continue to celebrate students and work to improve our daily attendance by offering incentives and acknowledging students with good attendance at virtual award assemblies. Behavioral support is</p>



provided to students by our Center For Youth staff, virtual check ins and individual support sessions are scheduled daily. Virtual check ins, individual sessions and the use of therapeutic strategies are also used by our school counselor and social worker. School - Wide use of restorative practices/calm classroom strategies, peer mediations and collaboration with parents/families also support students positive behavior. We continue to work with our school community site coordinator to assess our school needs and seek partnerships that will help support our efforts in addressing our students socially and instructionally. Our school counselor, social worker, parent liaison, school psychologist, nurse, Center For Youth staff, Quad A staff and our Administrative team consistently reach out to students and families to ensure their needs are supported. Classroom teachers use technology platforms to deliver instruction and consistently communicate to our students/families. Monthly Classroom Newsletters are sent out to families each month. Our school website, Twitter and Facebook sites are consistently updated with pertinent information.

**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 mid-year reporting instrument for receivership schools. The Mid-Year Report, in its entirety, must be posted on the district website.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both **analyzing and summarizing** the key strategies of the continuation plan 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.

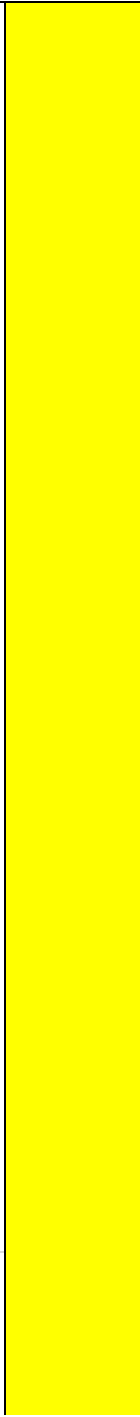
**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	.2		Yes	<ul style="list-style-type: none"> <li>● Created Tier 2 support team</li> <li>● Tier 2 team meet bi-weekly</li> <li>● Community partners with Center for Youth</li> <li>● Child study team meet weekly</li> <li>● Establish routine and procedures for “Eagle's Nest”</li> </ul>	Referral Data Class visits by Center for Youth staff Restorative Practice Training Parent Meetings Home visits Teaching Assistant pushing in to assist the classroom.	0 - Discipline Referral to date 0- Suspension to date



#33 3-8 All Students  
 ELA MGP

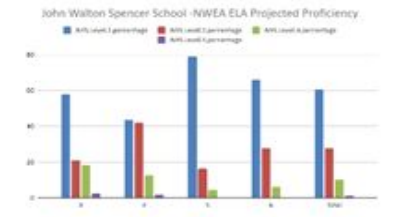
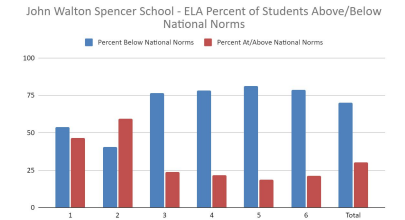
46.1



Yes

- Implementation of myView Literacy Program for grades K-5 that contains embedded intervention
- Workshop model is utilized
- Administration of NWEA 1-6, myView Baseline 2-5, Emergent literacy Survey K-1 and Leveled Literacy Intervention grades 1-6 to measure student learning and inform instruction for intervention/teaching
- Administration of CFAs for grade 6 in ELA to use data to measure progress, and inform instruction
- Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)turn and talk, think-pair-share
- Zoom Team day meetings focusing on Next Generation Standards
- Professional development with district wide K-5 new literacy program
- Online learning programs such as Reading Spot, RazKids and Success Maker
- Professional development on using data for instruction
- Google Docs is the remote platform for grades 3-6 and SeeSaw is the remote platform for grades K-2
- Utilize a Word Wall (with words that are explained, include visuals, synonyms, antonyms, etc) for academic vocabulary and academic language, and prompt students to

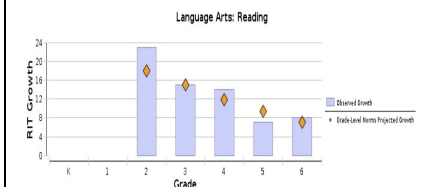
- Tier 1 ELA support to improve classroom instruction through modeling, co-teaching, and planning based on a six week cycle along with additional teachers as needed during the cycle
  - Focus has been to improve classroom instruction and to move our student levels up according to NWEA results.
  - Data dives with teachers and assessments to pinpoint areas of need and using Next Generation Standards to drive instruction
  - K-2 focused early intervention with support from TOA
  - Grade level assessments for students in K-5 to monitor progress and CFAs in Grade 6
  - Continuation of Learning Walks to review classroom data to provide support
- Learning Walks  
 LW are conducted monthly around a focus area. Teachers and administrators go into classrooms and look for specific components of a lesson. The data is then compiled and reviewed with the leadership team. The data is then shared with staff along with professional development for any areas in need of improvement.
- Continuation of Learning Walks to observe workshop model in reading and writing



NWEA- based on Fall assessments students projected to perform on NYS exam

Grade	Student Count	NYS Level 1		NYS Level 2		NYS Level 3		NYS Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	32	10	31.3%	6	18.8%	11	34.4%	5	15.6%
3	37	21	56.8%	8	21.6%	7	18.9%	1	2.7%
4	54	23	42.6%	29	52.6%	7	13.0%	1	1.9%
5	43	34	79.1%	7	16.3%	2	4.7%	0	0.0%
6	47	31	66.0%	13	27.7%	3	6.4%	0	0.0%
<b>Total</b>	<b>213</b>	<b>119</b>	<b>55.9%</b>	<b>57</b>	<b>26.8%</b>	<b>30</b>	<b>14.1%</b>	<b>7</b>	<b>3.3%</b>

Student Growth Summary: Fall 2019 - Fall 2020





				<p>reference word wall resources when writing and discussing</p> <ul style="list-style-type: none"> <li>• Support plan to assist with the reopening of school with a hybrid model</li> <li>• Hybrid students will return on February 8</li> </ul>	<ul style="list-style-type: none"> <li>• See data results from November and December Learning Walks</li> <li>• implement MYView Literacy program in K-5 for reading and writing</li> <li>• Professional development with myView</li> <li>• Weekly (1x) Team Day meetings with ELA focus</li> <li>• Focus for team days will include workshop model, district plans, next generation standards, tier 1 instruction and utilizing data and assessments</li> <li>• Using data from CFAs and Unit assessments K-6 to facilitate planning and intervention</li> <li>• Support for K-3 teachers with the hybrid model</li> <li>• Hybrid and remote learning will continue with workshop model</li> </ul>	<p>Grade 2 and 4 are above norms          Grade 6 is at norm          Grade 5 is below norm</p> <p>Grade 6 CFA#1          26/52 students took CFA#1          Highest score 56% (3 students)</p> <p>Next Steps-</p> <ul style="list-style-type: none"> <li>• in depth data dive on priority standards</li> <li>• Use of grade level meetings to develop plan for monitoring of standards</li> </ul> <p>Learning Walk          November-Reading and Writing Workshop (mini-lesson)</p> <ul style="list-style-type: none"> <li>• 10/18 (56%) classes were engaged in a mini-lesson</li> <li>• Components seen in the 10 classes had 60% or more for target area</li> </ul> <p>Team Day meetings focused on the components of the mini-lesson for the rest of November and December</p> <p>December Results          17/18 (94%) classes were engaged in a mini-lesson</p> <ul style="list-style-type: none"> <li>• Over 85% of K-2 teachers had all the components</li> <li>• About 50% of the teachers in 3-6 had the components in the lesson</li> </ul>
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<p>#39 3-8 Math All Students MGP</p>	<p>48.6</p>		<p>Yes</p>	<ul style="list-style-type: none"> <li>Implement workshop models with the integration of Zearn software as technology instruction.</li> <li>Incorporate 30-min intervention utilizing research based resources and technology.</li> <li>Ask, discuss, and write in response to multi-steps word problems using RDW (Read, Draw, Write) graphic organizer.</li> <li>Use accountable talk protocol that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</li> <li>Utilize a Word Wall (with words that are explained, include visuals) for academic vocabulary and academic language, and prompt students to reference word wall resources when writing and discussing</li> <li>Zoom Team day meetings focusing on Next Generation Standards, Mathematical Practices, and mathematics progression.</li> <li>Zoom Team day meetings focusing on Data Wise steps in reflections of teaching practices, developing instructional</li> </ul>	<ul style="list-style-type: none"> <li>Tier 1 Math support to improve classroom instruction through modeling, co-teaching, and co-planning with instructional support.</li> <li>Tier 2 and Tier 3 intervention based on a six week data cycle per MTSS guidelines.</li> <li>Continuation of 30-min intervention utilizing research based resources and technology.</li> <li>Word wall: in addition to modification for remote learning by students using Math Journal for vocabulary activities, in-person ward walls will be placed in classrooms.</li> <li>Weekly grade level meetings with Math focus on remote learning technology, the implementations, and the components of the workshop model, and integrations of technology.</li> <li>Continuation of the implementation of RDW (Read, Draw, Write) graphic organizer in response to multi steps word problems, at least 2 occurrences during math workshop per week.</li> </ul>	<div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <p>NWEA: Projected to: New York State Testing Program taken in spring</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2">Student Count</th> <th colspan="2">NYS Level 1</th> <th colspan="2">NYS Level 2</th> <th colspan="2">NYS Level 3</th> <th colspan="2">NYS Level 4</th> </tr> <tr> <th>Count</th> <th>Percent</th> <th>Count</th> <th>Percent</th> <th>Count</th> <th>Percent</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>35</td> <td>16</td> <td>45.7%</td> <td>6</td> <td>17.1%</td> <td>8</td> <td>22.9%</td> <td>5</td> <td>14.3%</td> </tr> <tr> <td>3</td> <td>37</td> <td>22</td> <td>59.5%</td> <td>9</td> <td>24.3%</td> <td>5</td> <td>13.5%</td> <td>1</td> <td>2.7%</td> </tr> <tr> <td>4</td> <td>52</td> <td>36</td> <td>69.2%</td> <td>11</td> <td>21.2%</td> <td>3</td> <td>5.8%</td> <td>2</td> <td>3.8%</td> </tr> <tr> <td>5</td> <td>41</td> <td>37</td> <td>90.2%</td> <td>3</td> <td>7.3%</td> <td>1</td> <td>2.4%</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>6</td> <td>48</td> <td>43</td> <td>89.6%</td> <td>4</td> <td>8.3%</td> <td>1</td> <td>2.1%</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td><b>Total</b></td> <td><b>213</b></td> <td><b>154</b></td> <td><b>72.3%</b></td> <td><b>33</b></td> <td><b>15.5%</b></td> <td><b>18</b></td> <td><b>8.5%</b></td> <td><b>8</b></td> <td><b>3.8%</b></td> </tr> </tbody> </table> <p>Student Growth Summary: Fall 2019 - Fall 2020</p> <div style="text-align: center;"> </div> <p>Grades 2 and 6 are at norms Grade 3 is above norm</p>	Grade	Student Count	NYS Level 1		NYS Level 2		NYS Level 3		NYS Level 4		Count	Percent	Count	Percent	Count	Percent	Count	Percent	2	35	16	45.7%	6	17.1%	8	22.9%	5	14.3%	3	37	22	59.5%	9	24.3%	5	13.5%	1	2.7%	4	52	36	69.2%	11	21.2%	3	5.8%	2	3.8%	5	41	37	90.2%	3	7.3%	1	2.4%	0	0.0%	6	48	43	89.6%	4	8.3%	1	2.1%	0	0.0%	<b>Total</b>	<b>213</b>	<b>154</b>	<b>72.3%</b>	<b>33</b>	<b>15.5%</b>	<b>18</b>	<b>8.5%</b>	<b>8</b>	<b>3.8%</b>
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				<p>strategies, action plans, and progress assessment plan.</p> <ul style="list-style-type: none"> <li>● Online learning programs such as Zearn, Prodigy, Freckle, and Khan Academy for Math learning at home due to Covid-19</li> <li>● Zoom meeting, Google classroom, RCSD Learns and ExploreMath online learning due to Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>● Utilization of the Math Department created Accelerated Learning Guides and Weekly Lesson plans to improve instruction and teaching practices during hybrid learning.</li> <li>● Continuation of Leadership teams guided “walk-throughs” and “learning walks” to look at RDW Strategy and targeted workshop components in classrooms and analyze data collected to evaluate/improve learning and teaching.</li> <li>● Data from NWEA, and CFAs/Unit assessments to facilitate planning and intervention, to drive instruction and to improve teaching practices.</li> <li>● Continuation of Instructional Leadership Team (ILT) to collect and analyze data, make instructional recommendations and support instructional practices.</li> <li>● Utilization of Class Data Sheets, Academic Intervention Logs to record and track students’ data to plan for individualized instruction.</li> <li>● Data meetings with data dialogues to provide insights on</li> </ul>	<p><u>Math CFA #1</u></p> <p>Number of Students scoring 65% and above:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade</th> <th>No. of students</th> <th>Average scores</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>23</td> <td>89%</td> </tr> <tr> <td>1</td> <td>6</td> <td>63%</td> </tr> <tr> <td>3</td> <td>7</td> <td>42%</td> </tr> <tr> <td>4</td> <td>5</td> <td>34%</td> </tr> <tr> <td>5</td> <td>0</td> <td>22%</td> </tr> <tr> <td>6</td> <td>0</td> <td>33%</td> </tr> </tbody> </table> <p>Notes: Grades 3-6 were piloting the district’s first roll out of online CFA. Students were taking the online CFA remotely for the first time on Google Forms. Grades K-2 were using Seesaw platform for administering CFA for the first time.</p>	Grade	No. of students	Average scores	K	23	89%	1	6	63%	3	7	42%	4	5	34%	5	0	22%	6	0	33%
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					<p>student progress and to determine next steps, plan for instruction, student groupings, and intervention strategies.</p> <ul style="list-style-type: none"> <li>● Continuation with Data Wise action plan and progress assessment plan for successful implementation of the instructional strategy (Read, Draw, and Write).</li> <li>● Combination of in-person and Zoom meetings, utilization of Seesaw, Google classroom, and multiple online tools (virtual whiteboard/Jamboard, virtual manipulatives, and district recommended tools).</li> <li>● Continuation of using online technology during hybrid learning; Xtramath.org and multiplication.com for fluency practice, Zearn, Freckle, and Khanacademy for skill practice and asynchronous learning.</li> <li>● Starting February 8th, continue with instructional plans to support both in-person and at-home learning based on the District’s approved instructional design and guidelines.</li> <li>● Focus support for K-3 with the implementation of the hybrid learning model.</li> </ul>	<p><u>RDW Strategy:</u></p> <p>Percentage of students successfully utilizing the strategy:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Grade</th> <th style="padding: 5px;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">43</td> </tr> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">80</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">83</td> </tr> <tr> <td style="text-align: center; padding: 5px;">6</td> <td style="text-align: center; padding: 5px;">68</td> </tr> </tbody> </table> <p>Next Steps-</p> <ul style="list-style-type: none"> <li>● Unpacking the learning standards for next modules</li> <li>● Use of grade level meetings to develop plans for effective teaching practices and intervention strategies for the hybrid learning model.</li> <li>● The Learning Walk in February will focus on the Math Workshop work period.</li> </ul>	Grade	%	3	43	4	80	5	83	6	68
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#100 3-8 ELA All Students Core Subject PI	59.2		Yes	*Please see indicator 33. Student cohort is the same.	*Please see indicator 33.	*Please see indicator 33.
#110 3-8 Math All Students Core Subject PI	51.7		Yes	*Please see indicator 39. Student cohort is the same.	*Please see indicator 39.	*Please see indicator 39.



<p>#150 Grades 4 and 8 Science II Students Core Subject PI</p>	<p>170.2</p>		<p>No</p>	<ul style="list-style-type: none"> <li>● Provide professional development on the use of the interdisciplinary approach</li> <li>● Teaching science concepts through the use of an interdisciplinary approach.</li> <li>● Expose students to the performance test via practice station rotations beginning in January.</li> <li>● Students will take the NWEA Science Assessment, data will be used to inform instruction.</li> <li>● Students will participate in Science related curriculum activities in the Science room. Grades 2, 3, 4 and 5 will be placed on a rotating schedule.</li> <li>● Administration will conduct walkthroughs to ensure that Science is being taught in all grade levels consistently and adequately based upon the Next Generation Standards.</li> </ul>	<ul style="list-style-type: none"> <li>● The implementation phase of New York State Science Learning Standards (NYSSLS)</li> <li>● Focusing on one or two units this year from each of the NYSSLS domains.</li> <li>● Utilization of the RCSD Science website for unit plans and additional resources.</li> <li>● Teaching science concepts through remote learning based on the district's guidelines and academic plans.</li> <li>● Starting February 8th, with the implementation of the hybrid learning model, the Next Gen Kits that have been built with materials and supplies will be utilized to supplement instruction.</li> <li>● Exposing students to the performance test via practice station rotations beginning in February for the in person learning days with district guidelines.</li> <li>● Participation in Science related curriculum activities in the Science room when we return to school on a rotating schedule.</li> <li>● Walkthroughs to ensure that Science is being taught in all</li> </ul>	<ul style="list-style-type: none"> <li>● Plans for students to use the science room for practice stations for performance tests will be created based on RCSD guidelines for hybrid learning..</li> </ul>
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					grade levels consistently and adequately based upon the Next Generation Standards													
#160 EM Chronic Absenteeism- All Students	19%		Yes	<ul style="list-style-type: none"> <li>Principal ensures that teachers and school staff take attendance accurately and that it is entered daily into the district data system.</li> <li>Attendance team led by an administrator, meets every two weeks</li> <li>School staff reaches out to families and engages them as partners in problem-solving student attendance</li> <li>School staff reaches out to families and engages them as partners in problems-solving.</li> <li>School communicates to staff as to what students are chronically absent.</li> <li>School partners with community agencies that offer resources</li> </ul>	<p>Covid 19 Response: Attendance team along with Tier 2 support team will reach out to all families to communicate updates regarding school reopening procedures.</p> <ul style="list-style-type: none"> <li>Office clerk will check the attendance for each classroom and calls teachers who need to submit attendance.</li> <li>Principal will follow up with the teacher to ensure the daily process is followed.</li> <li>Substitute teacher will follow the process to take attendance on a paper roster and return the clerk at the end of the day.</li> <li>Attendance team will continue to meet every other week to             <ul style="list-style-type: none"> <li>(a) monitor attendance data and trends</li> <li>(b) coordinate the school's multi-tiered attendance strategy</li> <li>(c) examine the reasons for absences using quantitative and qualitative data</li> <li>(d) ensure chronically absent students receive needed yearly.</li> </ul> </li> </ul>	<table border="1"> <caption>Chronic Absenteeism</caption> <thead> <tr> <th>18-19 Chronic Absenteeism Rate</th> <th>19-20 NYSED Progress Target</th> <th>20-21 Chronically Absent Rate</th> <th>Students Currently at Risk of Chronically Absent 5% - 9.9%</th> <th>Students Chronically Absent 10% - 19%</th> <th>Students Chronically Absent 20% or greater</th> </tr> </thead> <tbody> <tr> <td>19%</td> <td>41%</td> <td>19%</td> <td>60</td> <td>60</td> <td>55</td> </tr> </tbody> </table>	18-19 Chronic Absenteeism Rate	19-20 NYSED Progress Target	20-21 Chronically Absent Rate	Students Currently at Risk of Chronically Absent 5% - 9.9%	Students Chronically Absent 10% - 19%	Students Chronically Absent 20% or greater	19%	41%	19%	60	60	55
18-19 Chronic Absenteeism Rate	19-20 NYSED Progress Target	20-21 Chronically Absent Rate	Students Currently at Risk of Chronically Absent 5% - 9.9%	Students Chronically Absent 10% - 19%	Students Chronically Absent 20% or greater													
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					<ul style="list-style-type: none"><li>● Schools will schedule virtual events to celebrate students with perfect attendance, improved attendance.</li><li>● School will send out attendance communication to parents via website, student letters home, mailed letters home.</li><li>● Parents will be invited to the monthly attendance celebrations</li><li>● Parent Liaison and Tier 2 team will continue to reach out to parents through calls and home visits to provide resources to help student</li><li>● Data Dialogs with each classroom teacher regarding student attendance remote learning.</li><li>● Continue to develop the partnership with Center for Youth and Quad A to provide Tier 2 attendance support.</li></ul>	
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#180 3-8 ELP Success Ratio- All Students	.7		Yes	All English Language Learners engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards as facilitated by the utilization of grade level appropriate scaffolds. These scaffolds can be located in <a href="#">NYSED Scaffold Guides</a> and <a href="#">Bilingual/New Language Progressions</a> .	Create an ENL vertical team that collaborates with classroom and/or content teachers to review student progress.		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#2 Plan for and implement	<a href="#">Community School Model Rubric</a>		Yes	Hired a Community School Site Coordinator (1/6/2020)		CET Will continue to meet bi- monthly.



<p>Community School Model</p>				<p>Attend RCSD Community Schools Summit (Summer 2019)</p> <p>Established the CET added Parents, Community Members</p> <p>Completed Needs Assessment</p> <p>Continued outreach with community partners. The Covid closure delayed some outreach as many businesses and community groups were closed.</p> <p>Ensured that all partners have the proper contract/MOA</p>		<p>CET will continue to monitor the progress and goals of the Needs Assessment, revise the living document as needed to focus on our priorities.</p> <p>Continue to add community partners to support the school priorities.</p> <p>Three new members added to CET</p> <p>Creation and Implementation of Community Schools Professional Development</p> <ul style="list-style-type: none"> <li>- <a href="#">PD Powerpoints</a></li> <li>- <a href="#">Sample Student Asset Maps</a></li> </ul>
<p>#6 Family and Community Engagement (DTSDE Tenet 6)</p>	<p>50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school.          *In addition, the school must also</p>		<p>Yes</p>	<p>The school leaders and parent liaison developed a detailed plan to improve communications between the school and families. The plan included parent workshop topics, description of</p>		<p>Add more School Events and increase attendance at those events.</p>



	<p>have 90% of the Phase 1 indicators common across the school.</p> <p><a href="#">Phases of Implementation Rubric</a></p>			<p>the importance of the PTO, school policies and procedures, description of the importance of the PTO, school policies and procedures, description of the value of using RCSD link for families and how to sign on, description of the importance of their representation on SBPT, a list of community agencies and services they provide and a list of in-school academic and social-emotional supports.</p>		<p>Continue to evaluate partnerships and how they support our priorities.</p> <p>Create new partnerships that focus on academic supports and social emotional supports.</p>
<p>#94 Providing 200 Hours of quality Extended Day Learning Time</p>	<p><a href="#">ELT Implementation Rubric</a></p>			<p><i>*Due to Covid-19 closures and Remote only learning, the District has not implemented ELT. The school has worked with NYSED to remove this indicator and replace it with a different academic metric.</i></p>		<ul style="list-style-type: none"> <li>● Opportunities will be provided to all students in grades K - 6 for a 4 day/5 hour Literacy Enrichment</li> <li>● School Recess Programming (4-5 day programs 9am - 5pm) planned with partners Quad A/Breaking Barriers.</li> <li>● Add programming to the district ½ day schedule.</li> </ul>



						<ul style="list-style-type: none"> <li>● Integrate Quad A into the School Day to support academic, SEL and Play Works curriculum.</li> <li>● New partnership with Playworks to begin, the partnership will provide remote zoom recess for students K-6</li> <li>● Quad - A to provide remote afterschool programming from 3:30 - 6:00</li> <li>● Center-for-Youth providing remote services for student support</li> </ul>	
#105 3-8 ELA ED Core Subject PI	54.4		Yes	*Please see indicator 33. Student cohort is the same.	*Please see indicator 33. Student cohort is the same.	*Please see indicator 33. Student cohort is the same.	
<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 use of remote and hybrid instruction.</li> <li>● Describe student social emotional support strategies.</li> </ul>			
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out
1.	Use of Technology to support learning		Use of technology in the classroom to deliver instruction  All student have internet access for remote learning  All students K-6 has district issued chromebook for remote learning  Teachers instruct students through use of technology platforms such as Seesaw, GoogleClassroom and Zoom
2.	iReady Program for Math Intervention		The program will be implemented for Math MTSS. All Tier 3 intervention (Explicit teaching/direct instruction group) will use the Teacher Toolbox. Teacher Toolbox is a digital collection of K-8 resources with differentiated instruction for on, below, and above grade level. All Tier 1 and Tier 2 students will use the online digital version of the iReady application. Students will start with diagnostic assessment, and a learning path will be created for students based on the results of the assessment. Students will progress based on the learning path. Teachers have the flexibility to assign lessons and skills to students as well. Data is collected based on students' usage and progress for each lesson and assessments, and can be easily accessible. Currently, the Math Department is at the final stage of completing the agreement with iReady, Inc., and we are anticipating to implement the program in a few weeks.



3.	Success Maker Program for ELA Intervention		<p>This is a reading intervention program that will be utilized with ELA MTSS. The research states that if students use the program 3 times a week for 20 minutes they will improve a year’s worth of growth. All students will use the program to improve or enhance their ELA instruction during MTSS for 30 minutes four times a week.. Teachers will monitor student growth by using the student performance report to monitor their initial placement level. Once students log in they are given assessments that determine their correct level of instruction. This IP level will increase as long as students use it consistently.</p>				
4.	SEL		<p>Morning Meeting- Everyday teachers and students engage in activities and discussions that address students Social and Emotional needs.</p> <p>Tiered Student Support Team- provide students with behavioral support through the Help Zone, staffed by Center for Youth and through the use of therapeutic strategies by the school social worker.</p> <p>Restorative Practice Team- supports students and staff with conflict resolution using restorative language and mediations.</p> <p>Play Works- program has kicked off and in classroom providing activities for students throughout the day</p> <p>Quad -A - Supporting select classrooms. Pushing-in and conducting classroom and preparing to kick-ff a Wednesday program to support students when they are in the A-Synchronous learning model.</p> <p>District supported SEL Lesson Plans are given weekly to teachers for student support.</p>				
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; background-color: #FF0000; color: white;"><b>Red</b></td> <td>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td> <td style="width: 25%; background-color: #FF0000; color: white;"><b>Red</b></td> <td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td> </tr> </table>	<b>Red</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.
<b>Red</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.				



## Part IV – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>The CET has met monthly since October 2019. The Community Site Coordinator was hired in January 2020 and began facilitating the group. The groups consists of 19th Ward Community Members,Volunteers, Parents, Quad A members, Breaking Barriers Director, Parent Liaison, Center for Youth, two teachers, and the School #16 Admin Team.</p> <p>The CET was charged with creating a process in which we would conduct the schools Needs Assessment. CET began with being presented with the overall information of what, how, why and when. The team then reviewed previous schools examples, and mapped out a timeline of what would need to get done and how. Parents, Teachers and Students were surveyed using Google Forms. The team then disseminated that data and created Focus Group Questions. Once established the team broke into sub groups to conduct Focus Group Interviews through Zoom due to the March Covid closure.</p> <p>Over the summer the CET reviewed the final data results and created priorities.</p> <p>The CET team determined the following priorities for the next three years:</p>



	<ol style="list-style-type: none"> <li>1. Rebuild/Restore School Wide Incentives             <ol style="list-style-type: none"> <li>a. increase communication, increase school wide participation,</li> </ol> </li> <li>2. Increase Partnerships             <ol style="list-style-type: none"> <li>a. Student support (Achievement and Attendance focus)</li> <li>b. Parent support</li> </ol> </li> <li>3. Parent Workshop Programs             <ol style="list-style-type: none"> <li>a. College Prep</li> <li>b. Parenting</li> </ol> </li> <li>4. Rebrand</li> </ol> <p>Inorder to support implementation we established a Community School #101 Professional Development Series. We currently have 19 teachers participating in the 17 hour course. The course content allows our school community to be deeply involved in looking at the priorities,evaluating how to support our students and reaching out to the community to better serve our needs. As of January we identified additional community supports, added to our Community Engagement Team and we have been able to provide support to families in need.</p>
<b>Powers of the Receiver</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



The Superintendent Receiver Authority continues to be utilized in multiple ways for the 20-21 school year:

- School level community engagement meetings to discuss Receivership status and solicit public input and recommendations
- Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools are 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.
- The Office of School Innovation holds bi-weekly professional learning/team meetings to focus on Improving Instruction and Curriculum, Monitoring Data, and Shifting Culture
- Support the schools in the continued implementation of the Community Schools.

Additionally, the Superintendent Receiver will utilize the Powers of Receiver as needed:

- Review and make changes to the school budget.
- Create/change school program and curriculum.
- Supersede a decision made by the Board of Education.
- Require all staff to reapply for their positions.
- Implement professional development for staff
- Expand the school day or year.
- Replace school leadership to help transform a school on an as-needed basis
- Request additional changes to the collective bargaining agreement.

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 – 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) as applicable. Add rows as needed.)*

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-21</b> (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG: NA		
SIG: NA		
CSG: NA		

**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.	Use of technology in the classroom to deliver instruction	Use of technology in the classroom to deliver instruction
2.	Use of Leveled Literacy Intervention Program	Use of Readers Workshop Model (grades K - 6)
3.	Use of Math Intervention Program (Do The Math, Skill lessons)	Use of MyView ELA and Writing Program K - 5 6 grade will use the new RCSD ELA Standard based literacy curriculum Use of Leveled Literacy Intervention Program Use of Math Workshop Model (Grades K - 6) Use of the new revised RCSD Math pacing and curriculum Use of Math Intervention Program (Do The Math, Skill lessons) Use of Data Wise Use of MyView Learning cycles and Learning Labs to analyze instructional practices and student achievement
	4. Restorative Practices Team - supports students and staff with conflict resolution, using restorative language and mediations	Restorative Practices Team - supports students and staff with conflict resolution, using restorative language and mediations
	5. Tiered Student Support Team - to provide students with behavioral support through the Help Zone staffed by Center For Youth and through the use of therapeutic strategies by the school social workers.	Tiered Student Support Team - to provide students with behavioral support through the Help Zone staffed by Center For Youth and through the use of therapeutic strategies by the school social workers.
	6. Attendance Team - to identify and provide strategic support to students with attendance concerns	Attendance Team - to identify and provide strategic support to students with attendance concerns



	7. Calm Classroom/Morning Meeting	Calm Classroom/Morning Meeting
	8. Reader's, Writer's and Math Workshop Model	Reader's, Writer's and Math Workshop Model
	9. Use of technology assisted programs to increase student skill sets in Math and ELA (Myon, Lexia, Zearn)	Use of technology assisted programs to increase student skill sets in Math and ELA (Myon, Lexia, Zearn, Khan Academy)
	10. Use of Being a Writer Program	Grade 6 if applicable Grades K-5 will use My View





Receivership Mid-Year Report  
September 1, 2020-January 15, 2021  
(As required under Section 211(f) of NYS Ed. Law)

**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): Dr. Lesli Myers-Small  
Signature of Receiver: Lesli Myers-Small (initials)  
Date: 1-29-2021

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 2020-2021 community engagement team plan and membership.

Name of CET Representative (Print): Robert Burns  
Signature of CET Representative: [Signature]  
Date: 1/27/21