

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

| School Name                  | School BEDS Code              | District   | Lead Partner or EPO | Hyperlink to where this report will be posted on the district website: |       |       |                  |
|------------------------------|-------------------------------|--|---------------------|--|-------|-------|------------------|
| Sheridan Preparatory Academy | 010100010044                  | City School District of Albany   |                     | Check which plan below applies:  |       |       |                  |
|                              |                               |  |                     | SIG  |       |       | SCEP             |
|                              |                               |  |                     | Cohort (6 or 7):   |       |       |                  |
| Model: Transformation        |                               |  |                     |  |       |       |                  |
| Superintendent/EPO           | School Principal              | Additional District Staff working on Program Oversight   |                     | Grade Configuration  | % ELL | % SWD | Total Enrollment |
| Kaweeda G. Adams             | Zuleika Sanchez-Gayle         | Suzann Cornell, Assistant Principal for School Improvement, Michele Bridgewater, District Improvement Director Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction |                     | Pre K-5  | 11%   | 11%   | 324              |
|                              | Appointment Date:<br>7/1/2011 |  |                     |  |       |       |                  |

#### **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*.

A significant focus of our quarter one plan centers on providing professional development and coaching support focused on increasing lesson rigor, using standards based instruction and learning targets for all grade levels. Instructional support has been provided based on student data to ensure that teachers and students will be receiving differentiated supports aligned to identified needs. School administrators are utilizing their walkthroughs as an opportunity to provide ongoing feedback to teachers and to monitor the impact of the professional



development and coaching support on student achievement. Walkthrough results and an analysis of data have been shared with the school's Building Leadership Team, Community Engagement Team/School Advisory Team.

Strategies focused on improving chronic absenteeism and increasing communication to the school community are occurring that will remove barriers to attendance.

The Community Engagement Team/School Advisory Team met to review the progress that the school is making on the implementation of the plan and the progress towards meeting the annual indicators.

Negotiations began in October.

**Attention** – This document is intended to be completed by the school receiver in conjunction with district and building staff and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district website.



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

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

| Identify Indicator # and Name | Baseline | 2019-2020 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below. | What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.   | List the formative data points being used to assess progress towards meeting the target for this indicator?   | Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.   |
|-------------------------------|----------|---------------------------|----------------|---|---|---|--|
| #33 ELA All Students MGP      | 41.9     | 43.9                      | G              | yes   | <p><b>Increase lesson rigor using standards-based instruction and learning targets</b></p> <ul style="list-style-type: none"> <li>• <b>Sept. 5:</b> ELA coach and Building Leadership Team facilitated PD on unpacking the ELA standards; Instructional Routines; and ELA curriculum map review</li> <li>• <b>September 26:</b> ELA coach presented PD on grade level priority standards and focus on RL/RI.3</li> <li>• <b>October 1:</b> All K-5 classrooms have priority standards posted outside the classroom; teachers have learning targets posted inside the classroom</li> </ul> | <ul style="list-style-type: none"> <li>• NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>• Curriculum Checkpoint Assessments</li> <li>• Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NYS Assessment 18-19</u></b><br/> <b>Goal 42.9, Achieved 47.5</b></p> <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19</u></b><br/> <b>Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><b><u>Grade 3</u></b><br/>           44%</p> <p><b><u>Grade 4</u></b><br/>           50%</p> <p><b><u>Grade 5</u></b><br/>           65%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores</p> |



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|                               |    |      |  |     | <ul style="list-style-type: none"> <li>● <b>October 3:</b> Coaches provided PD for unpacking the standards and identifying learning targets</li> <li>● <b>October 21:</b> <i>Wonders Program Analytical Writing</i> PD for K-5 teachers</li> <li>● COGNOS report released test questions and building results were analyzed for rigor and student proficiency</li> </ul> |   | <p>above 50 indicate that students are growing more than year.</p> <p><b>Grade 3: Mean RIT Scores</b><br/>         Fall 18: 165.3 - Beginning Gr. 1<br/>         Fall 19: 178.9- Beginning Gr. 2</p> <p><b>Grade 4: Mean RIT Scores</b><br/>         Fall 18: 177.6 - End of Year Gr. 2<br/>         Fall 19: 189.1 - Beginning Gr. 3</p> <p><b>Grade 5: Mean RIT Scores</b><br/>         Fall 18: 187.5 - End of Year Gr. 2<br/>         Fall 19: 199.4- Beginning Gr. 4</p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform below grade level peers. We believe that the stronger cohort and a continued CGP above 50% for grades 3-5 will have us on target to meet the end of the year MGP of <b>43.9</b>.</p> <p><b>The current CGP for this indicator is 53.7.</b></p> <p>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available</p> |
| #39 3-8 Math All Students MGP | 36 | 38.5 |  | yes | <b>Increase lesson rigor using standards based instruction and learning targets.</b>   | <ul style="list-style-type: none"> <li>● NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> </ul> | <b>NYS Assessment 18-19 Goal 37.2, Achieved 44.2</b>   |



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|  |  |  |  | <ul style="list-style-type: none"> <li>● <b>October 1:</b> All K-5 classrooms have priority standards posted outside the classroom; teachers have learning targets posted inside the classroom</li> <li>● <b>October 3:</b> Coaches provided PD for unpacking the standards and identifying learning targets</li> <li>● <b>October 28-30:</b> Center for Educational Leadership provided embedded professional development to teachers in 3rd, 4th, and 5th grades in the form of "Math Studio"</li> <li>● COGNOS report released test questions and building results were analyzed for rigor and student proficiency</li> </ul> | <ul style="list-style-type: none"> <li>● Math Checkpoint Assessments</li> <li>● Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19</u></b><br/> <b>NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><b><u>Grade 3</u></b><br/>39%</p> <p><b><u>Grade 4</u></b><br/>52%</p> <p><b><u>Grade 5</u></b><br/>71%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores above 50 indicate that students are growing more than year.</p> <p><b><u>Grade 3: Mean RIT Scores</u></b><br/>     Fall 18: 166.7- Beginning Gr. 1<br/>     Fall 19: 179.2- Beginning Gr. 2</p> <p><b><u>Grade 4: Mean RIT Scores</u></b><br/>     Fall 18: 176.5 - Beginning Gr. 2<br/>     Fall 19: 188.6- Mid Year Gr. 2</p> <p><b><u>Grade 5: Mean RIT Scores</u></b><br/>     Fall 18: 190.7- Beginning Gr. 3<br/>     Fall 19: 203.8 - Beginning Gr. 4</p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform below grade level peers. We</p> |
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|   |      |      |  |     |  |   | believe that the stronger cohort and a continued CGP above 50% for grades 4-6 will have us on target to meet the end of the year MGP of <b>38.5</b> .<br><br><b>The current CGP for this indicator is 52.6.</b><br><br>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available   |
| <b>#100 3-8 ELA All Students Core Subject Performance Index</b> | 60.9 | 65.9 |  | yes | <b>Increase lesson rigor using standards based instruction and learning targets</b> <ul style="list-style-type: none"> <li>• BLT analyzed NWEA fall data for projected proficiency on the NYS exam</li> <li>• Teachers unpacked the priority ELA Standards for each grade level in order to scaffold grade level standards for all students.</li> <li>• Coaches provided 3-5 grade teachers with item-analysis for standards-aligned questions from the administered pre-assessment; links for standard progressions were also provided</li> <li>• Teachers are participating in data driven practices to continually improve teaching and learning through assessment, analysis, and</li> </ul> | <ul style="list-style-type: none"> <li>• NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>• Curriculum Checkpoint Assessments</li> <li>• Data Team Short Cycle Assessments</li> </ul> | <b><u>NYS Assessment 18-19</u></b><br><b>Goal 65.9, Achieved 59.0</b><br><br><b><u>Grades 3-5</u></b> <ul style="list-style-type: none"> <li>• Level 1: 51%</li> <li>• Level 2: 36%</li> <li>• Level 3: 13%</li> <li>• Level 4: 0%</li> </ul> <b><u>NWEA results from fall administration:</u></b><br><b>Projected Proficiency Report (aligned with NYS ELA exam)</b><br><br><b><u>Grades 3-5</u></b><br>Level 1: 61.9%<br>Level 2: 31.9%<br>Level 3: 6.2%<br>Level 4: 0.0%<br><br><b><u>Grade 3</u></b><br>Level 1: 62.3%<br>Level 2: 30.2% |



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|  |  |  |  |  | <p>action; Coaches provided teachers with data from pre-assessment which is analyzed and used to scaffold core instruction and build RtI groups</p> |  | <p>Level 3: 7.5%<br/>         Level 4: 0.0%<br/> <b>Grade 4</b><br/>         Level 1: 61.4%<br/>         Level 2: 31.6%<br/>         Level 3: 7.0%<br/>         Level 4: 0.0%<br/> <b>Grade 5</b><br/>         Level 1: 62.0%<br/>         Level 2: 34.0%<br/>         Level 3: 4.0%<br/>         Level 4: 0.0%</p> <p>Fall benchmark data projections suggest that we are not on target to meet this indicator.</p> <p><b>The current PI for this indicator is 44.0.</b></p> <p><b><u>Common Planning Time Data Team Cycles:</u></b></p> <p><b><u>3rd Grade:</u></b><br/> <b>Long-Term Area of Focus:</b><br/>         Literature and Informational Text<br/> <b>Long Term Goal:</b> The % of students scoring proficient and higher in standard RL/1.3.3 will increase from 23% to 57% as measured by NWEA.<br/> <b>Reach Goal: 80%</b></p> <p><b><u>Short Term SMART Goal:</u></b> The % of students scoring proficient</p> |
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|   |      |      |  |     |   |   | and higher in standard RL3.3 will increase from 52 % to 80% as measured by Weekly checkpoints which will be administered by classroom teacher   |
| #110 3-8 Math All Students Core Subject Performance Index | 46.3 | 56.3 |  | yes | <p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <ul style="list-style-type: none"> <li>Teachers unpacked the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</li> <li>Coaches provided 3-5 grade teachers with item-analysis for standards-aligned questions from the administered pre-assessment; links for standard progressions were also provided</li> <li>Teachers are participating in data driven practices to continually improve teaching and learning through assessment, analysis, and action; Coaches provided teachers with data from pre-assessment which is analyzed and used to scaffold core instruction and build RtI groups</li> <li>BLT analyzed NWEA fall data for projected proficiency on the NYS exam</li> </ul> | <ul style="list-style-type: none"> <li>NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>Math Checkpoint Assessments</li> <li>Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NYS Assessment 18-19 Goal 38.5, Achieved 48.6 Grades 3-6</u></b></p> <ul style="list-style-type: none"> <li>Level 1: 58%</li> <li>Level 2: 29%</li> <li>Level 3: 9%</li> <li>Level 4: 4%</li> </ul> <p><b><u>NWEA results from fall administration: Projected Proficiency Report (aligned with NYS Math exam)</u></b></p> <p><b><u>Grades 3-5</u></b><br/>       Level 1: 58.2%<br/>       Level 2: 37.3%<br/>       Level 3: 4.4%<br/>       Level 4: 0.0%</p> <p><b><u>Grade 3</u></b><br/>       Level 1: 54.7%<br/>       Level 2: 37.7%<br/>       Level 3: 7.5%<br/>       Level 4: 0.0%</p> <p><b><u>Grade 4</u></b><br/>       Level 1: 54.4%<br/>       Level 2: 43.9%<br/>       Level 3: 1.8%<br/>       Level 4: 0.0%</p> <p><b><u>Grade 5</u></b><br/>       Level 1: 66.7%</p> |





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|  |  |  |  |  |  |  |  | <p>Level 2: 29.2%<br/>Level 3: 4.2%<br/>Level 4: 0.0%</p> <p>Fall benchmark data projections suggest that we are not on target to meet this indicator.</p> <p><b>The current PI for this indicator is 46.5.</b></p> <p><b><u>Grades 3-5 Pre-assessments (standards-aligned) administered in September</u></b></p> <p><b><u>Grade 3</u></b><br/>Level 1: 100%<br/>Level 2: 0%<br/>Level 3: 0%<br/>Level 4: 0%</p> <p><b><u>Grade 4</u></b><br/>Level 1: 100%<br/>Level 2: 0%<br/>Level 3: 0%<br/>Level 4: 0%</p> <p><b><u>Grade 5</u></b><br/>Level 1: 93%<br/>Level 2: 7%<br/>Level 3: 0%<br/>Level 4: 0%</p> <p><b><u>Common Planning Time Data Team Cycles:</u></b></p> <p><b><u>4th grade:</u></b><br/><b><u>Long-Term Area of Focus:</u></b><br/>4NBT1-6 &amp; 4NF1-3</p> |
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|   |     |       |  |     |  |  | <p><b>Long Term Goal:</b> The % of students scoring proficient and higher in standard 4NBT1-6 &amp; 4NF1-3 will increase from 0% to 80% as measured by Fall Post Assessment. Reach Goal: 95%</p> <p><b>5th grade:</b><br/> <b>Long-Term Area of Focus:</b><br/>         5NBT1-5&amp;7&amp;5NF3-7<br/> <b>Long Term Goal:</b> The % of students scoring proficient and higher in standard 5NBT1-5&amp;7&amp;5NF3-7 will increase from 0% to 50% as measured by post assessment. Reach Goal: 80%</p> |
| #150 Grades 4 and 8 Science All Students core Subject Performance Index | 185 | 189.2 |  | yes | <p><b>Increase lesson rigor using standards based instruction and learning targets to improve students' Science academic vocabulary, ability to read charts, tables and graphs, and students' ability to formulate written responses</b></p> <ul style="list-style-type: none"> <li>The Building Leadership Team identified units of study (science topics) and vocabulary, as determined New York State Science standards that need to be taught at each grade level by January 2020.</li> <li>4th grade students will take previously available NYS Science exams as a "Pre-Test"</li> </ul> | <ul style="list-style-type: none"> <li>Science Performance Benchmarks</li> <li>Pre and Post Assessments</li> </ul> | <p><b>NYS Assessment 18-19 Goal 187.10, Achieved 177.9</b></p> <p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>Level 1: 6%</li> <li>Level 2: 20%</li> <li>Level 3: 54%</li> <li>Level 4: 20%</li> </ul> <p><b>Grade 4 pre-assessment Fall 2019:</b></p> <ul style="list-style-type: none"> <li>Level 1: 89%</li> <li>Level 2: 9%</li> <li>Level 3: 2%</li> <li>Level 4: 0%</li> </ul>   |



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|  |  |  |  | <p>to measure their strengths and instructional gaps, to support progress towards 4th grade Science Standards.</p> <ul style="list-style-type: none"><li>• Science "Studio Modeled" Professional Development will be provided to Science/Social Studies teachers in 3rd, 4th, and 5th grades, by Math/Science Instructional coaches and Instructional Technology Coach to support activities designed for students to utilize technology applications and tools to support learning of specific standards, skills, and objectives. Series will be 3 PDs to focus on specific grades and standards. First PD will focus on 4th grade standards. Dates: November 6th, 7th and 13th; December 4th, 5th and 11th ; January 29th, 30th and Feb. 5th</li></ul> <p><b>Gain more experience performing and completing laboratory experiments and interpreting results.</b></p> <ul style="list-style-type: none"><li>• Grades 3-5 teachers completed a Google Survey indicating their proficiency with Standards' based lab instruction; Results will be used by instructional coaches to scaffold science studio to meet teachers' needs</li></ul> |  | <p>Fall pre-assessment data projections suggest that we are not on target to meet this indicator.</p> |
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|   |     |     |  |     | <ul style="list-style-type: none"> <li>Math/Science coach will be creating activities that can be used in stations during the science block/lab to skill build and provide resources (articles, projects, activities, etc.)</li> </ul>   |  |   |
| #160 3-8 Chronic Absenteeism - All Students | 38% | 34% |  | yes | <p><b>Reduce chronic absenteeism from 38% to 34%</b></p> <ul style="list-style-type: none"> <li>Whitney M. Young Health Center will provide summer hours to students to address the medical needs of all students. Summer hours will provide more access to families to ensure that students' medical records are up to date for participation in the 2019-2020 school year.</li> <li>Public recognition of students who achieved 95% attendance rate during 2018-2019 school year by announcement and certificate will occur.</li> <li>Bi-weekly Attendance Meetings will occur to monitor chronically absent students, programs designed to support barriers to school access, and any health issues/concerns.<br/>*This was modified to a weekly meeting</li> <li>Monthly Recognition of Attendance during Blue &amp; Gold days. Classes with the best attendance and children with 100% attendance will be recognized monthly with an</li> </ul> | <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate</li> </ul> | <p><b>2018-2019 Goal 36%, Achieved 47.6%</b></p> <p><b>Building-wide Attendance Rate as of October 25th: 94%</b></p> <p><b>Chronic Absenteeism Rate: 16%</b></p> <p><b>Currently we are on target to make our target of 34%</b></p> |



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|  |  |  |  | <p>invitation to families. 9/27, 10/25</p> <p><b>Increase Parent/Building Communication, Staff to parent communication, Staff to staff communication</b></p> <ul style="list-style-type: none"><li>• Remind App will be used by Home School Coordinator, Nurse, and Community School Site Coordinator and all Sheridan Preparatory Academy (SPA) stakeholders as a 2-way communication platform with parents/families. Parents will be encouraged to use the app to communicate children's lateness or absence. Parents will also receive notifications and updates, from attendance staff, of their children as appropriate.</li><li>• Community School Site Coordinator will analyze use of Remind App monthly, share data with BLT.</li><li>• StarShips Program (Kindergarten Warm Up) will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students. The program will be supported throughout the year with "It's Lit" series for families.</li></ul> |  |  |
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|              |  |  |  |               | <ul style="list-style-type: none"> <li>Back to School Blast (Fall Open House) will be held as a Community resource sharing opportunity and parent goal setting with teachers. Home School Coordinator will take this event as an opportunity to share out resources and research that supports the importance of attendance.</li> </ul> |            |   |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . |  |  | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.   | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

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

| Identify Indicator # and Name    | Baseline                   | 2019-2020 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2 indicator, please answer yes or no below. | What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made. | List the formative data points being used to assess progress towards meeting the target for this indicator? | Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target. |
|----------------------------------|----------------------------|---------------------------|----------------|---|--|---|---|
| <b>#8 Curriculum Development</b> | 60% of Phase 1 indicators; | 90% of Phase 1            |                | yes   | <b>Classrooms need to exhibit 90% of the Phase 1 indicators, 50% of the Phase 2 indicators, and 4 of the</b>   | <ul style="list-style-type: none"> <li>Administrators' Walkthrough Data</li> </ul>                          | *Self-assessment provided our baseline number.  |



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| <p>and<br/>(DTSDE Tenet 3)</p>        | <p>25% of Phase 2 indicators; Phase 3: NA</p> | <p>indicators; 50% of Phase 2 indicators; 4 Phase 3 indicators</p> |  |            | <p><b>Phase 3 indicators identified in the Comprehensive DTSDE School Framework Phases of Implementation document</b></p> <p><b>Provide students with rigorous, coherent, and relevant curricula that prepares students for success. Specifically focusing on the depth and breadth of instruction, the lesson focus and organization, and relevance, challenge, and enjoyment of students.</b></p> <ul style="list-style-type: none"> <li><b>Oct. 2, 2019:</b> Building Leadership Team reviewed information gleaned from administrator walkthrough form</li> </ul> |   | <p>*Administrative Walkthroughs have begun; quantitative data has not been accumulated as of the date of this report</p>  |
| <p>#35 3-8 ELA Black Students MGP</p> | <p>41.2</p>                                   | <p>43.2</p>  |  | <p>yes</p> | <p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p>*see activities, applicable to this indicator, listed above for indicator #33 and #100.</p>  | <ul style="list-style-type: none"> <li>NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>Curriculum Checkpoint Assessments</li> <li>Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NYS Assessment 18-19 Goal 42.2, Achieved 50.8</u></b></p> <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19 Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</u></b></p> <p><b><u>Black Students:</u></b></p> <p><b><u>Grade 3</u></b><br/>41%</p> <p><b><u>Grade 4</u></b><br/>38%</p> <p><b><u>Grade 5</u></b><br/>65%</p> |



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|  |  |  |  |  |  |  | <p><b>Also, this year’s students are starting with a NWEA RIT score that is higher than last year’s cohort of students.</b></p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform below grade level peers. We believe that the stronger cohort and a continued CGP above 50% for grades 3-5 will have us on target to meet the end of the year MGP of <b>43.2</b>.</p> <p><b>The current CGP for this indicator is 50.8.</b></p> <p><b><u>Grade 3: Mean RIT Scores</u></b><br/>Fall 18: 163.5 - Beginning Gr. 1<br/>Fall 19: 176.3- Beginning Gr. 2</p> <p><b><u>Grade 4: Mean RIT Scores</u></b><br/>Fall 18: 179.1 - Beginning Gr. 2<br/>Fall 19: 188.3 - Beginning Gr. 3</p> <p><b><u>Grade 5: Mean RIT Scores</u></b><br/>Fall 18: 186.9 - Mid Year Gr. 2<br/>Fall 19: 199 - Beginning Gr. 4</p> <p>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available</p> |
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|  |             |             |  |            |   |   |   |
|--|-------------|-------------|--|------------|---|---|---|
| <p>#41 3-8 Math<br/>Black Students<br/>MGP</p> | <p>35.2</p> | <p>37.6</p> |  | <p>yes</p> | <p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p>*see activities, applicable to this indicator, listed above for indicator #39 and #110.</p> | <ul style="list-style-type: none"> <li>• NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>• Math Checkpoint Assessments</li> <li>• Data Team Short Cycle Assessments</li> </ul> | <p><b>NYS Assessment 18-19</b><br/><b>Goal 36.4, Achieved 43.5</b></p> <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19 Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam) Black Students:</u></b><br/> <b><u>Grade 3</u></b><br/>30%<br/> <b><u>Grade 4</u></b><br/>52%<br/> <b><u>Grade 5</u></b><br/>77%</p> <p><b>Also, this year’s students are starting with a NWEA RIT score that is higher than last year’s cohort of students.</b></p> <p><b><u>Grade 3: Mean RIT Scores</u></b><br/>Fall 18: 165.1 - Beginning Gr. 1<br/>Fall 19: 175.7- Mid Year Gr. 1</p> <p><b><u>Grade 4: Mean RIT Scores</u></b><br/>Fall 18: 174.6 - Mid Year Gr. 1<br/>Fall 19: 186.7 - Beginning Gr. 2</p> <p><b><u>Grade 5: Mean RIT Scores</u></b><br/>Fall 18: 189.4 - Mid Year Gr. 2<br/>Fall 19: 203.3 - End of Year Gr. 3</p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform</p> |
|--|-------------|-------------|--|------------|---|---|---|



|  |      |      |  |     |   |   |  |
|--|------|------|--|-----|---|---|--|
|  |      |      |  |     |   |   | <p>below grade level peers. We believe that the stronger cohort and a continued CGP above 50% for grades 3-5 will have us on target to meet the end of the year MGP of <b>37.6</b>.</p> <p><b>The current CGP for this indicator is 51.5.</b></p> <p>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available</p>   |
| #11 NWEA All students Math Growth Grades 1 & 2 | 37.7 | 39.7 |  | yes | <p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p>*see activities, applicable to this indicator, listed above for indicator #39 and #110.</p> | <ul style="list-style-type: none"> <li>● NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>● Math Checkpoint Assessments</li> <li>● Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19 NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</u></b></p> <p><u>Grade 1:</u><br/>20%</p> <p><u>Grade 2:</u><br/>82%</p> <p><b>Also, this year's students are starting with a NWEA RIT score that is higher than last year's cohort of students.</b></p> <p><b><u>Grade 1: Mean RIT Scores</u></b><br/>         Fall 18: 135.8 - Beginning Gr. K<br/>         Fall 19: 153.3- Mid Year Gr. K</p> <p><b><u>Grade 2: Mean RIT Scores</u></b></p> |



|  |      |       |  |     |   |   |  |
|--|------|-------|--|-----|---|---|--|
|  |      |       |  |     |   |   | <p>Fall 18: 147.9 - Beginning Gr. K<br/>         Fall 19: 170.7 - Beginning Gr. 1</p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform below grade level peers. We believe that the stronger cohort and a CGP above 50% for grades 1-2 will have us on target to meet the end of the year MGP of <b>39.7</b>.</p> <p><b>The current CGP for this indicator is 59.4.</b></p> <p>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available</p> |
| #112 NWEA All students Reading Growth Grades 1 & 2 | 42.8 | 44.28 |  | yes | <p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p>*see activities, applicable to this indicator, listed above for indicator #33 and #100.</p> | <ul style="list-style-type: none"> <li>● NWEA Benchmark Assessment (CGP and Projected Proficiency)</li> <li>● Math Checkpoint Assessments</li> <li>● Data Team Short Cycle Assessments</li> </ul> | <p><b><u>NWEA results from fall administration: Fall 18 - Fall 19 NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</u></b></p> <p><u>Grade 1:</u><br/>39%</p> <p><u>Grade 2:</u><br/>66%</p> <p><b>Also, this year's students are starting with a NWEA RIT score</b></p>   |



|              |  |  |               |   |  |            |  |
|--------------|--|--|---------------|---|--|------------|--|
|              |  |  |               |   |  |            | <p><b>that is higher than last year's cohort of students.</b></p> <p><b>Grade 1: Mean RIT Scores</b><br/>         Fall 18: 136.1 - Beginning Gr. K<br/>         Fall 19: 155.4- Mid Year Gr. K</p> <p><b>Grade 2: Mean RIT Scores</b><br/>         Fall 18: 149.7 - Beginning Gr. K<br/>         Fall 19: 169.0 - Beginning Gr. 1</p> <p>The data indicates that we have a stronger cohort of students than in previous years, however, students continue to perform below grade level peers. We believe that the stronger cohort and a CGP above 50% for grades 1-2 will have us on target to meet the end of the year MGP of <b>39.7</b>.<br/> <b>The current CGP for this indicator is 59.3.</b></p> <p>*Curriculum Checkpoint Assessment and Data Team Short Cycle Assessment data not yet available</p> |
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . |  | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. |  | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.  |



**Part III** *Additional Key Strategies – (As applicable)*

| <b>Key Strategies</b>  |  |                |   |  |
|--|--|----------------|---|--|
| <ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.</li> <li>Every school must discuss the use of technology in the classroom to deliver instruction.</li> </ul> |  |                |   |  |
| List the Key Strategy from your approved intervention plan (SIG or SCEP).  |  | Status (R/Y/G) | Analysis/Report Out   |  |
| 1.   |  |                |   |  |
| 2.   |  |                |   |  |
| 3.   |  |                |   |  |
| 4.   |  |                |   |  |
| 5.   |  |                |   |  |
| <b>Green</b>   | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b>  | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

**Part IV – Community Engagement Team and Receivership Powers**

| <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 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report. |  |
| Status (R/Y/G)   | Analysis/Report Out  |
|  | The CET team met to review the state’s Demonstrable Indicator data results on Wed. October 16th. The Advisory Board met and reviewed the data on Wed. October 23rd. There has been no change to membership for this school year. A public hearing meeting occurred on Wednesday, October 30th during the PTOs monthly meeting, to update families on the current status of Sheridan Preparatory Academy’s year two in Receivership, including its’ Demonstrable Indicators for the 2019-2020 school year and the school’s Continuation Plan. The Building Leadership Team met to review the data at its last meeting on October 2nd. |



**Outcomes of the CET and work of the Community School Site Coordinator include:**

- use of student data (NYS exams and NWEA data) to share with our Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. The Advisory Committee meets monthly
- reporting monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan
- establishing Superstar Clubs to include, but not limited to, Science/STEM (Mad Lab/3-5, Little Einsteins/K-2), Gardening (Ready, Set, Grow), culinary (Top Chef Junior,) and tutoring (Study Hall)
- analyzing the use of Remind App monthly and sharing data with BLT
- oversight of the StarShips Program (Kindergarten Warm Up) will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students. The program will be supported throughout the year with the "It's Lit" series for families.

The CET team met to review our tentative Demonstrable Indicator data results on Wed. February 5th. Finalized results will be available the week of February 10th and shared with BLT and CET members. The Building Leadership Team reviewed the updated information on Friday, January 24th.

**Powers of the Receiver**

Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

|                |   |        |   |
|----------------|---|--------|---|
| Status (R/Y/G) | Analysis/Report Out   |        |   |
| Yellow         | The Superintendent, as Receiver, was able to negotiate with the Teachers Union 2 additional hours per month which is mandatory for all teachers. The additional hours will be targeted on outcomes aligned with the Continuation Plan; ensuring that all Level 1 and Level 2 indicator goals are met. This includes providing professional development and coaching support driven by student data and focused on increasing lesson rigor, using standards based instruction and learning targets for all grade levels. |        |   |
| Green          | 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> .  | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.               |
|                |   | Red    | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

**Part V – Community Schools Grant (CSG)**

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



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

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



**Part I** **get**

(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 <b>2017-2020</b> (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.  |
| PSSG:                  |               |  |
| SIG: SIG 1003(g)       |               | <ul style="list-style-type: none"> <li>• Funds for MTSS Stipend, PBIS summer planning, BLT SCEP Monitoring, BLT SCEP planning, and Support Staff for chronic absenteeism have been made available for spending via board approvals</li> <li>• On Point Leadership contract has been established and the first visit has been held</li> <li>• UnBoundEd Standards Conference registration, Travel/Conference funds have been utilized. \$19,200 and \$15,600</li> </ul> |
| CSG:                   |               |  |

**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): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Signature of CET Representative: \_\_\_\_\_

Date: \_\_\_\_\_