

## Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

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.albanyschools.org/receivership.html">https://www.albanyschools.org/receivership.html</a>			
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:  7/1/2011					
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## 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 two plan continues to center 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, teachers and students are receiving differentiated support aligned to identified needs. Instructional support includes: for teachers: grade level/individual coaching cycles and embedded professional development; for students: double-dose (increased daily minutes) of small group reading instruction and RtI Response to Intervention tiered small group instruction in both ELA and math. School administrators continue to utilize 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. Strategies include: targeting students on the cusp of chronic absenteeism; the Home School Coordinator and assigned staff will increase communication with families (phone calls, letters, home visits), Tier 3 attendance

plans are created, individual letters to go home in report cards, in addition, students participating in targeted after-school programming is contingent on regular attendance.

The Community Engagement Team/School Advisory Team met on 2/12/20 to review the progress that the school is making on the implementation of the plan and the progress towards meeting the annual indicators.

An MOA was passed in December. Teacher professional development has increased monthly by two hours with a focus on the Continuation Plan.

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

**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	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 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 19-20 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			<p><b>Increase lesson rigor using standards-based instruction and learning targets</b></p> <ul style="list-style-type: none"> <li>● <b>November:</b> PLC on Unpacking Standards and Writing Learning Targets: Grades K-2 and then Grades 3-5</li> <li>● Lexia Overview for K-5 (ELA instructional computer software)</li> <li>● <b>November:</b> Staff PD: fishbowl of 2nd grade teaming/planning 5-day instruction using Wonders curriculum</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> <b>Goal 42.9, Achieved 47.5</b></p> <p><b><u>NWEA results from winter administration:</u></b> <b>Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><b><u>Grade 3</u></b> 38%</p> <p><b><u>Grade 4</u></b> 45%</p> <p><b><u>Grade 5</u></b> 42%</p> <p>A conditional growth score of 50 means that the students have 1</p>

- **Kindergarten Team:** PLC around writing expectations. 1X per week
- **1st Grade Team:** Plan CORE instruction with ELA coach every week afterschool. Focus is on best practices and collaboration
- **2nd Grade Team:** Plan CORE instruction with ELA coach every week afterschool. Focus is on releasing rigorous tasks to the students
- **3rd Grade Teacher:** Coaching Cycle around releasing rigorous tasks
- 3-5th grade peer observation PLC Focus on rigorous tasks and vertical teaming

**Adjustments:**

- Increased coaching support in grades 3-5
- Team curriculum planning targeted for needs of individual students

year of growth. Growth scores above 50 indicate that students are growing more than year.

**Grade 3: Mean RIT Scores**

Fall 19: 176.5 - Beginning Gr. 2  
Winter: 181 - Beginning Gr. 2

**Grade 4: Mean RIT Scores**

Fall 19: 190 - Beginning Gr. 3  
Winter: 193.6 - Beginning Gr. 3

**Grade 5: Mean RIT Scores**

Fall 19: 196.1- Mid year Gr. 3  
Winter: 199.5 - Beginning year Gr. 4

The data indicates that grades 3 through 5 have shown slight growth. **Although we are currently below our progress target of 43.9, we are currently just below at 43.0.**

With the strategies listed in the column to the left, along with adjustments, we believe we will be back on track to meet our progress target by quarter 3.

					<ul style="list-style-type: none"> <li>• Small group instructional support for departmentalized teachers</li> <li>• Increasing application, of taught skills/strategies to students sooner to maximize student practice towards proficiency</li> </ul>		
#39 3-8 Math All Students MGP	36	38.5			<p><b>Increase lesson rigor using standards based instruction and learning targets.</b></p> <p><b>Math studio embedded professional development:</b></p> <ul style="list-style-type: none"> <li>• November 22: Grade K</li> <li>• December 9: Grade 4</li> <li>• December 16: Grade 3</li> <li>• December 20 Grade 5</li> <li>• January 31: Grades 3-5</li> </ul> <p><b>Weekly Data Teaming with math coach:</b> Grades K, 4, 5</p> <p><b>Weekly Team Planning with math coach:</b> Grades 1, 2</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>NYS Assessment 18-19</u></b> <b>Goal 37.2, Achieved 44.2</b></p> <p><b><u>NWEA results from winter administration:</u></b> <b>Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><b><u>Grade 3</u></b> 45%</p> <p><b><u>Grade 4</u></b> 37%</p> <p><b><u>Grade 5</u></b> 31%</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>Math coach cycles:</b></p> <ul style="list-style-type: none"> <li>• November: grades K, 1, 5</li> <li>• December: grades 1,2</li> <li>• January: grades 1,5</li> <li>• February: grades 1, 4</li> </ul>		<p><b><u>Grade 3: Mean RIT Scores</u></b> Fall 19: 178- Beginning Gr. 2 Winter: 184 - Beginning Gr. 2</p> <p><b><u>Grade 4: Mean RIT Scores</u></b> Fall 19: 190.1- Mid year Gr. 2 Winter : 193.6 - Mid year Gr. 2</p> <p><b><u>Grade 5: Mean RIT Scores</u></b> Fall 19: 201 - Beginning Gr. 4 Winter: 204.2 - Beginning Gr. 4</p> <p><b>The current CGP for this indicator is 43.4</b> The data indicates that grades 3 through 5 have shown slight growth. With the strategies listed in the column to the left we believe we will remain on track to meet our progress target.</p>
<p><b>#100 3-8 ELA All Students Core Subject Performance Index</b></p>	60.9	65.9			<p><b>Increase lesson rigor using standards based instruction and learning targets.</b></p> <ul style="list-style-type: none"> <li>• <b>November:</b> PLC on Unpacking Standards and Writing Learning Targets: Grades K-2 and then Grades 3-5</li> <li>• Lexia Overview for K-5 (ELA instructional computer software)</li> <li>• <b>November:</b> Staff PD: fishbowl of 2nd grade</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> <b>Goal 65.9, Achieved 59.0</b></p> <p><b><u>Grades 3-5</u></b></p> <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> <p><b><u>NWEA results from winter administration:</u></b> <b>Projected Proficiency Report (aligned with NYS ELA exam)</b></p>

teaming/planning  
5-day instruction  
using Wonders  
curriculum

- **Kindergarten Team:**  
PLC around writing  
expectations. 1X per  
week
- **1st Grade Team:** Plan  
CORE instruction with  
ELA coach every week  
afterschool. Focus is  
on best practices and  
collaboration
- **2nd Grade Team:** Plan  
CORE instruction with  
ELA coach every week  
afterschool. Focus is  
on releasing rigorous  
tasks to the students
- **3rd Grade Teacher:**  
Coaching Cycle  
around releasing  
rigorous tasks
- 3-5th grade peer  
observation PLC Focus  
on rigorous tasks and  
vertical teaming

**Adjustments:**

- Increased coaching  
support in grades 3-5
- Team curriculum  
planning targeted for

**Grades 3-5**

Level 1: 65.6%  
Level 2: 30.1%  
Level 3: 4.3%  
Level 4: 0.0%

**Grade 3**

Level 1: 75.5%  
Level 2: 20.8%  
Level 3: 3.8%  
Level 4: 0.0%

**Grade 4**

Level 1: 62.7%  
Level 2: 30.5%  
Level 3: 6.8%  
Level 4: 0.0%

**Grade 5**

Level 1: 58.8%  
Level 2: 39.2%  
Level 3: 2.0%  
Level 4: 0.0%

**The current PI for this indicator is  
38.7**

The data indicates that students are not at the proficiency levels of like peers. Winter benchmark data projections suggest that we are not on target to meet this indicator. With the strategies listed in the column to the left along with adjustments made, we believe we will be back on track to increase our current PI percentage by next quarter.



				<p>needs of individual students</p> <ul style="list-style-type: none"> <li>• Small group instructional support for departmentalized teachers</li> <li>• Increasing application, of taught skills/strategies to students sooner to maximize student practice towards proficiency</li> </ul>		<p><b><u>Common Planning Time Data Team Cycles:</u></b></p> <p><b><u>3rd Grade:</u></b>  <b>Long-Term Area of Focus:</b>  Literature and Informational Text  <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. Reach Goal: 80% *Analysis of winter data not yet reviewed as of February 7th.</p> <p><b><u>Short Term SMART Goal:</u></b> The % of students scoring proficient and higher in standard RL3.3 will increase from 52 % to 80% as measured by Weekly checkpoints which will be administered by classroom teacher. Result: 48% proficiency.</p>
<p><b>#110 3-8 Math All Students Core Subject Performance Index</b></p>	46.3	56.3		<p><b>Increase lesson rigor using standards based instruction and learning targets.</b></p> <p><b>Math studio embedded professional development:</b></p> <ul style="list-style-type: none"> <li>• November 22: Grade K</li> <li>• December 9: Grade 4</li> <li>• December 16: Grade 3</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 winter administration:</u></b>  <b>Projected Proficiency Report (aligned with NYS Math exam)</b></p>

- December 20 Grade 5
- January 31: Grades 3-5

**Weekly Data Teaming with math coach:** Grades K, 4, 5

**Weekly Team Planning with math coach:** Grades 1, 2

**Math coach cycles:**

- November: grades K, 1, 5
- December: grades 1,2
- January: grades 1,5
- February: grades 1,

**adjustments:**

- Increased coaching support in grades 3-5
- Team curriculum planning targeted for needs of individual students
- Small group instructional support for departmentalized teachers
- Increasing application, of taught skills/strategies to students sooner to

**Grades 3-5**  
 Level 1: 65.2%  
 Level 2:27.2%  
 Level 3: 7.6%  
 Level 4: 0.0%

**Grade 3**  
 Level 1: 56.9%  
 Level 2: 29.4%  
 Level 3: 13.7%  
 Level 4: 0.0%

**Grade 4**  
 Level 1: 65.5%  
 Level 2: 31.0%  
 Level 3: 3.4%  
 Level 4: 0.0%

**Grade 5**  
 Level 1: 73.5%  
 Level 2: 20.4%  
 Level 3: 6.1%  
 Level 4:0.0%

**The current PI for this indicator is 42.5**

The data indicates that students are not at the proficiency levels of like peers. Winter benchmark data projections suggest that we are not on target to meet this indicator. With the strategies listed in the column to the left along with adjustments made, we believe we will be back on track to increase our current PI percentage by next quarter.

					<p>maximize student practice towards proficiency</p>	<p><b><u>Grades 3-5 Pre-assessments (standards-aligned) administered in September</u></b></p> <p><b><u>Grade 3</u></b>  Level 1: 100%  Level 2: 0%  Level 3: 0%  Level 4: 0%</p> <p><b><u>Grade 4</u></b>  Level 1: 100%  Level 2: 0%  Level 3: 0%  Level 4: 0%</p> <p><b><u>Grade 5</u></b>  Level 1: 93%  Level 2: 7%  Level 3: 0%  Level 4: 0%</p> <p>*post test data not yet available</p> <p><b>Checkpoint data: (given mid-year)</b>  Grade 3: 71% proficiency  Grade 4: 12% proficiency  Grade 5: 38% proficiency</p> <p><b><u>Common Planning Time Data</u></b>  <b><u>Team Cycles:</u></b></p> <p><b><u>4th grade:</u></b>  <b><u>Long Term Goal:</u></b> The % of students scoring proficient and higher in standard <i>4NBT1-6</i> &amp; <i>4NF1-3</i> will increase from <i>0%</i> to <i>80%</i> as measured by <i>Fall Post Assessment</i>.  Reach Goal: 95% Result: 55% proficiency</p>
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						<p><b>Short Term Goal:</b> The % of students scoring proficient and higher in standard 4 NBT.4 will increase from 0% to 10% as measured by Checkpoint 2. Result: 15% proficiency; this is an increase of 15% from the fall-pre-assessment.</p> <p><b>5th grade:</b></p> <p><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 <i>post assessment</i>. Reach Goal: 80% Result: 28% proficiency</p> <p><b>Short Term Goal:</b> The percent of students scoring proficient and higher in standard 5NBT.1, .2, &amp; .7 will increase from 2% to 4% as measured by Checkpoint #1. Result:39% proficiency</p>
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<p>#150 Grades 4 and 8 Science All Students core Subject Performance Index</p>	<p>185</p>	<p>189.2</p>			<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> <p><b>Gain more experience performing and completing laboratory experiments and interpreting results.</b></p> <ul style="list-style-type: none"> <li>● Science studio for grades 3-5: Nov. 6,7,13; Dec. 4,5,11; Jan. 29.30.; Feb.5</li> <li>● Administrative walkthroughs</li> <li>● Coach support during lab time</li> <li>● 4th grade science program PD</li> <li>● Ongoing work with math/science coach lesson planning and standards-based instruction; infusing science understanding during Math and ELA instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Science Performance Benchmarks</li> <li>● Pre and Post Assessments</li> </ul>	<p><b><u>NYS Assessment 18-19 Goal 187.10, Achieved 177.9</u></b></p> <p><b><u>Grade 4</u></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><u>Grade 4 performance pre-assessment Fall 2019:</u></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> <p>Fall pre-assessment data projections suggested that we are not on target to meet this indicator.</p> <p><b><u>Grade 4 winter written pre-assessment:</u></b></p> <ul style="list-style-type: none"> <li>● Level 1: 56%</li> <li>● Level 2: 34%</li> <li>● Level 3: 10%</li> <li>● Level 4: 0%</li> </ul> <p>Winter assessment data projections show that between fall and winter we have decreased our Level 1s by 33%, increased our Level 2s by 25% and Level 3s by 8%.</p>
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					<ul style="list-style-type: none"> <li>• vocabulary flash cards incorporated into instruction</li> <li>• practice with interpreting data and graphs</li> <li>• 2 remaining units/stations will be taught</li> <li>• bins with materials aligned to tasks will be used as a reteach</li> <li>• content-area text sets will be provided for students to access</li> </ul>		With the strategies listed in the column to the left, we believe we are on track to achieve our progress target.
<b>#160 3-8 Chronic Absenteeism - All Students</b>	38%	34%			<p><b>Reduce chronic absenteeism from 38% to 34%</b></p> <p><b>Increase Parent/Building Communication, Staff to parent communication, Staff to staff communication</b></p> <ul style="list-style-type: none"> <li>• Attendance committee meets weekly</li> <li>• Remind APP used regularly to share information with families</li> <li>• targeting students on the cusp of chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate</li> <li>• Attendance dashboard</li> </ul>	<p><b>2018-2019 Goal 36%, Achieved 47.6%</b></p> <p><b>Chronic Absenteeism Rate: 33%</b></p> <p><b>Currently we are on target to make our target of 34%</b></p>

					<ul style="list-style-type: none"> <li>• the Home School Coordinator and assigned staff will increase communication with families (phone calls, letters, home visits)</li> <li>• Tier 3 attendance plans are created</li> <li>• individual letters to go home in report cards</li> <li>• students participating in targeted after-school programming is contingent on regular attendance; attendance letters are sent home</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	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 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 19-20 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.
#8 Curriculum Development	60% Phase	90% Phase 1, 50%			<b>Classrooms need to exhibit 90% of the Phase 1 indicators, 50% of the</b>	Administrators' Walkthrough Data	*Self-assessment provided our baseline number.



<p><b>and Support (DTSDE Tenet 3)</b></p>	<p>1, 25% Phase 2</p>	<p>Phase 2, 4 elements Phase 3</p>			<p><b>Phase 2 indicators, and 4 of the 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>November:</b> PLC on Unpacking Standards and Writing Learning Targets: Grades K-2 and then Grades 3-5</li> <li>● <b>November:</b> Webb's DOK Depth of Knowledge staff PD: creating questions with rigor</li> </ul>	<p>BLT review of walkthrough data</p>	
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					<ul style="list-style-type: none"><li>● <b>November/January</b> Consultant embedded PD with BLT focused on targeted feedback and learning standards</li><li>● BLT peer classroom visits</li><li>● <b>November &amp; January:</b> BLT Building Leadership Team reviewed anecdotal walkthrough data for evidence of Tenet 3 Curriculum best practices</li><li>● <b>January 23:</b> Staff PD provided by School Improvement Manager; staff generated evidence of Tenet 3: Phase 1 elements</li><li>● Tiered students in Rtl groups to receive targeted instructional support to close proficiency gap</li><li>● Building-wide focus on learning targets, rigor, and feedback</li></ul>		
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					<ul style="list-style-type: none"> <li>Administrator and coach support and revision of grades 3-5 data teams</li> </ul>		
<p><b>#35 3-8 ELA Black Students MGP</b></p>	41.2	43.2		<p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <ul style="list-style-type: none"> <li><b>November:</b> PLC on Unpacking Standards and Writing Learning Targets: Grades K-2 and then Grades 3-5</li> <li>Lexia Overview for K-5 (ELA instructional computer software)</li> <li><b>November:</b> Staff PD: fishbowl of 2nd grade teaming/planning 5-day instruction using Wonders curriculum</li> <li><b>Kindergarten Team:</b> PLC around writing expectations. 1X per week</li> <li><b>1st Grade Team:</b> Plan CORE</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> <b>Goal 42.2, Achieved 50.8</b></p> <p><b><u>NWEA results from winter administration</u></b> <b>Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><b><u>Black Students:</u></b> <b><u>Grade 3</u></b> 26% <b><u>Grade 4</u></b> 38% <b><u>Grade 5</u></b> 41%</p> <p><b>The current CGP for this indicator is 40.3</b></p> <p>The data indicates that students are not at the proficiency levels of like peers. Winter benchmark data projections suggest that we are not on target to meet this indicator. With the strategies listed in the column to the left along with adjustments made, we believe we will be back on</p>	

					<p>instruction with ELA coach every week afterschool. Focus is on best practices and collaboration</p> <ul style="list-style-type: none"> <li>● <b>2nd Grade Team:</b> Plan CORE instruction with ELA coach every week afterschool. Focus is on releasing rigorous tasks to the students</li> <li>● <b>3rd Grade Teacher:</b> Coaching Cycle around releasing rigorous tasks</li> <li>● 3-5th grade peer observation PLC Focus on rigorous tasks and vertical teaming</li> </ul> <p><b>adjustments:</b></p> <ul style="list-style-type: none"> <li>● Increased coaching support in grades 3-5</li> <li>● Team curriculum planning targeted for needs of individual students</li> <li>● Small group instructional support for</li> </ul>		<p>track to increase our current PI percentage by next quarter.</p> <p><b><u>Grade 3: Mean RIT Scores</u></b> Fall 19: 174.2- Beginning Gr. 2 Winter 20: 178.7 Beginning Gr. 2</p> <p><b><u>Grade 4: Mean RIT Scores</u></b> Fall 19: 189.6 - Beginning Gr. 3 Winter 20: 193 - Beginning Gr. 3</p> <p><b><u>Grade 5: Mean RIT Scores</u></b> Fall 19: 197.1 - Beginning Gr. 4 Winter 20: 199 - Beginning Gr. 4</p> <p>The data indicates that grades 3-5 have not shown measurable growth. A CGP above 50% is necessary for us to meet the end of the year MGP of <b>43.2. We are currently not on track to make our progress target.</b> will have us on target to meet the end of the year MGP of <b>43.2.</b></p>
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					<p>departmentalized teachers</p> <ul style="list-style-type: none"> <li>Increasing application, of taught skills/strategies to students sooner to maximize student practice towards proficiency</li> </ul>		
<b>#41 3-8 Math Black Students MGP</b>	35.2	37.6			<p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p><b>Math studio embedded professional development:</b></p> <ul style="list-style-type: none"> <li>November 22: Grade K</li> <li>December 9: Grade 4</li> <li>December 16: Grade 3</li> <li>December 20 Grade 5</li> <li>January 31: Grades 3-5</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</u></b> <b>Goal 36.4, Achieved 43.5</b></p> <p><b><u>NWEA results from winter administration:</u></b> <b>Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</b> <b><u>Black Students:</u></b> <b><u>Grade 3</u></b> 45% <b><u>Grade 4</u></b> 33% <b><u>Grade 5</u></b> 29%</p> <p><b><u>Grade 3: Mean RIT Scores</u></b> Fall 19: 174.5- Mid Year Gr. 1 Winter 20: 181.3 Beginning year Gr. 2</p> <p><b><u>Grade 4: Mean RIT Scores</u></b> Fall 19: 189.1 - Mid year Gr. 2</p>

					<p><b>Weekly Data Teaming with math coach:</b> Grades K, 4, 5</p> <p><b>Weekly Team Planning with math coach:</b> Grades 1, 2</p> <p><b>Math coach cycles:</b></p> <ul style="list-style-type: none"> <li>• November: grades K, 1, 5</li> <li>• December: grades 1,2</li> <li>• January: grades 1,5</li> <li>• February: grades 1,2</li> </ul>		<p>Winter 20: 192.1 - End of year Gr. 2</p> <p><b><u>Grade 5: Mean RIT Scores</u></b>  Fall 19: 200.7 - Mid year Gr. 3  Winter 20: 202.5 Beginning year Gr.4</p> <p><b>The current CGP for this indicator is 42.5</b></p> <p>The data indicates that we are currently on track to make our progress target of 37.6.</p>
#11 NWEA All students Math Growth Grades 1 & 2	37.7	39.7			<p><b>Increase lesson rigor using standards based instruction and learning targets</b></p> <p><b>Weekly Data Teaming with math coach:</b> Grade K</p> <p><b>Weekly Team Planning with math coach:</b> Grades 1, 2</p> <p><b>Math coach cycles:</b></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 winter administration: Winter 18 - Winter 19</u></b>  <b>NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><u>Grade 1:</u> 42%  <u>Grade 2:</u> 55%</p> <p><b><u>Grade 1: Mean RIT Scores</u></b>  Fall 19: 151.7- Mid Year Gr. K  Winter 20: 160.8 - End of year Gr. K</p>

					<ul style="list-style-type: none"> <li>• November: grades K, 1</li> <li>• December: grades 1,2</li> <li>• January: grades 1</li> <li>• February: grades 1,</li> </ul>		<p><b><u>Grade 2: Mean RIT Scores</u></b>  Fall 19: 171.1 - Beginning Gr. 1  Winter 20: 178.5 - Beginning Gr. 2</p> <p><b>The current CGP for this indicator is 47.7</b></p> <p>The data indicates that students have made growth. A CGP above 50% for grades 1-2 will have us on target to meet the end of the year MGP of 39.7.</p>
#112 NWEA All students Reading Growth Grades 1 & 2	42.28	44.28			<p><b>Increase lesson rigor using standards based instruction and learning targets.</b></p> <ul style="list-style-type: none"> <li>• <b>1st Grade Team:</b> Plan CORE instruction with ELA coach every week afterschool. Focus is on best practices and collaboration</li> <li>• <b>2nd Grade Team:</b> Plan CORE instruction with ELA coach every week afterschool. Focus is on releasing rigorous tasks to the students</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>NWEA results from winter administration: Winter 18 - Winter 19</u></b>  <b>NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</b></p> <p><u>Grade 1:</u> 55%</p> <p><u>Grade 2:</u> 62%</p> <p><b><u>Grade 1: Mean RIT Scores</u></b>  Fall 19: 152.9- Mid Year Gr. K  Winter 20: 162.6 - Beginning year Gr.1</p> <p><b><u>Grade 2: Mean RIT Scores</u></b>  Fall 19: 170.3 - Beginning Gr. 1  Winter 20: 179.6 - Beginning Gr.2</p> <p><b>The current CGP for this indicator is 54.7</b></p>

								The data indicates that students have made growth. A CGP above 50% for grades 1-2 will have us on target to meet the end of the year MGP of <b>44.28</b> .
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<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 III – Additional Key Strategies – (As applicable)

**Key Strategies**

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
- **Every school must discuss the use of technology in the classroom to deliver instruction.**

	List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G )	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction		Weekly use of Dreambox and Lexia, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their RtI ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
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><u>Community Engagement Team (CET)</u></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 19-20 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 \_\_\_\_\_. The Advisory Board will meet to review the data on February 28th. The Building Leadership Team met to review the data on Wednesday, February 6th.

**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 the 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.
- Superstar Clubs oversight: Science/STEM (Mad Lab/3-5, Little Einsteins/K-2), Gardening (Ready, Set, Grow), and tutoring (Study Hall).
- Analyze the use of Remind App monthly and share data with BLT, Advisory Board and Community Engagement Team.
- Oversight of the StarShips Program (Kindergarten Warm Up) focuses 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 is being supported throughout the year with the "It's Lit" series for families.
- Coordination of the Back to School Blast (Fall Open House) 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. Public recognition of students who achieved 95% attendance rate during 2018-2019 school year by announcement and certificate will occur.

**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

Analysis/Report Out

(R/Y/G)

	<p>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.</p>		
<p><b>Green</b></p>	<p>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>.</p>	<p><b>Yellow</b></p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

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

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

**Community Schools Grant (CSG)**

As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.

Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 19-20)	
<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <p>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)</p>	
<p>2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)</p>	
<p>3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee</p>	
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.
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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 <b>2017-20</b> (PSSG, CSG) or 2019-20 (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:		<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 approval. The intended impact of these activities are to make sure the building is responsive to the needs of teachers and students.</li> <li>● On Point Leadership contract has been established and the first visit has been held. The intended impact is to lift teacher instructional practice thus positively impacting student outcomes.</li> <li>● UnBoundEd Standards Conference registration, Travel/Conference funds have been utilized. \$19,200 and \$15,600. The intended impact is to help teachers gain a greater understanding of what standards-based instruction looks and sounds like in all grades and content areas, as well as an opportunity for teachers to turn-key the learner information to their colleagues upon return.</li> </ul>

CSG:		
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Part VII: Best Practices (Optional)

<p><u><i>Best Practices</i></u></p> <p>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.</p>	
<p>List the best practice currently being implemented in the school.</p>	<p>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.</p>



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: \_\_\_\_\_