

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website:				
ABGS	280201030010	Hempstead	John Hopkins University	Check which plan below applies:				
				SIG Cohort if applicable (4, 5, 6, or 7?):			SCEP X	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Regina Armstrong, Acting Superintendent	Adrian Manuel, Ed.D Appointment Date: 7/5/17	Reina Jovin, School Implementation Manager		6-8		28%	17%	1432

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.



The leadership team at ABGS middle school has focused on executing the school improvement plan (as submitted in August) during the second quarter. The principal has worked closely with administrators, teacher leaders and school partners to implement new assessment cycles and data collection systems. The assistant principals have begun meeting weekly with grade level support teams in order to monitor cohort performance and set strategy for improving outcomes towards identified goals. In mid-November, a DTSDE site review was conducted by a state team in collaboration with district leadership. The reviewers identified five recommendations (listed below) for improvement with a timeline for implementation that was developed in collaboration with the building principal. Over 90% of the recommended actions taken have been implemented since December. 100% of all the recommendations will be fully implemented by early February.

1. By December 11, 2017, school leaders should work with instructional coaches to develop a plan to support teachers as they collect and analyze formative and summative assessment data. Teachers should plan interventions and student groupings to address student needs as identified during data analysis. School leaders should monitor instructional practices on a regular basis to ensure that teachers are adjusting instruction to meet the needs of all students.
2. By December 11, 2017, school leaders should identify the elements of a quality lesson and share their expectations with teachers. They should develop a systematic approach to reviewing lesson plans and identifying strengths and omissions and prioritize ways to address those areas that have been identified. Leaders should monitor teaching practices during their classroom visits to ensure that elements of the plan are addressed during instruction and follow up with teachers as necessary.
3. By December 11, 2017, school leaders should identify expectations for an effective learning environment, the elements of effective instructional practice based on the NYSUT rubric, and ways in which feedback is provided to students about their work. School leaders should carry out formal and informal observations and learning walks that focus on these areas, provide targeted feedback to the teachers, and on subsequent visits monitor whether feedback has been implemented.
4. By December 21, 2017, school leaders and the instructional support team should perform an audit of the support services provided to students. The audit should include an inventory of which community-based organizations are working with the school. In addition, the audit should identify which students are receiving services, how students are recommended to the programs, and what impact the programs have on supporting student success.
5. By December 21, 2017, school leaders should develop and administer a needs assessment for parents which identify in which areas the school could offer additional support to parents. Once this information has been compiled and analyzed, the school leaders, teachers, and staff should develop a prioritized list of those areas for which to design and deliver targeted programs to aid parents in helping to support their children's achievement.

The school community is proud to have made demonstrable improvement for the 2016-17 school year and is focused on accelerating progress for the 2017-18 school year.



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	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	37	30 (Less than 5 serious incidents)	Y	Y	School based teams will strengthen their approach to monitoring school wide safety issues through the use of data dashboards, data protocol meetings and continuous cross team collaboration (administrative, security, and health and safety committee). The administrative staff spends more structured time in the halls and classrooms to pro-actively monitor behavior and provide feedback to faculty. Investments in social and emotional extended learning programs and community partnerships will aid in	<ul style="list-style-type: none"> ➤ Vadir reports ➤ Disciplinary referrals ➤ Incident reports ➤ In school and out of school suspension data 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 22 incidents (down from 31 in previous year) ➤ Serious incidents YTD: 5 (some are still pending investigation results from most current incidents) ➤ Current school suspension rate is 4%



					fostering a positive school tone and culture. **As of November, grade level support teams were formed (assistant principal, guidance counselor, attendance teacher, social worker) to monitor weekly data in regards to attendance, behavior referrals and academic performance.		
#9 3-8 ELA all students Level 2 & above	40.2%	46.2%	G	Y	<p>The Balanced Literacy adoption has been slow to progress. We have decided to continue using the NYS ELA modules in our pacing and delivery of curriculum. A strategic plan for adoption of a Balanced Literacy curriculum is in the works. Teachers in each grade level will pilot Balanced Literacy approaches in the spring. Interim assessments (3x per year) will be implemented as well as protocol based meetings for analyzing data, reviewing student work and lesson planning. The 6th grade teachers have launched a portfolio process that will culminate in student led conferences in the spring. Writing will be the anchor for the portfolios. The ELA department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p> <p>**Updates since quarter 1 report: the first interim assessments in ELA were administered successfully to the entire school population. The second interim assessment is drafted and will be administered in early February. The</p>	<ul style="list-style-type: none"> ➤ ELA Interim Assessments #1,2 & 3 ➤ Grade level Benchmark assessments ➤ Prescriptive Reading Assessment (PRA)- to be administered to 6th grade in winter and spring ➤ ELA GPA index ➤ NYS ELA simulated exam in March (2x in AIS afterschool) 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 42% ➤ ELA interim assessment #1-51% of students scored at mastery level, 27% at near mastery and 21% at remediation levels. Based on standards assessed. ➤ AIS program launched and has approximately 75 students registered. 150 additional students have been targeted for attendance in late January. ➤ 84% of all students passing ELA/ENL in Q1



					<p>school has formulated an “Instructional Data Team” to support data analysis efforts and collaborative inquiry protocols for data informed instructional planning. The ENL department is working closely with ELA in order to align pacing calendars and instructional foci. The 6th grade has launched a pilot initiative for portfolios and student led conferences. In addition, after school academic intervention is now offered three days a week and on Saturdays to provide additional support in math and ELA for a group of targeted students</p>		
#39 3-8 Math All students	39.83		G	Y	<p>We have implemented the Go Math curriculum for grades 6-8. Teachers use weekly common planning time to discuss pacing and planning. Interim assessments (3x per year) will be administered in all math courses. Math coaches and grade leads have received training in facilitating protocol based meetings for data analysis and looking at student work. The math department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p> <p>**Updates since Q1 report: The math department has received continued training and support for implementing the new GoMath curriculum. Teachers have been using benchmark data to update their pacing calendars and plan</p>	<ul style="list-style-type: none"> ➤ Math Interim Assessments #1,2 & 3 ➤ Grade level benchmark assessments ➤ NYS simulated math exams (March) ➤ GPA index 	<ul style="list-style-type: none"> ➤ Math performance 2016-17: 32% ➤ Math interim assessment #1 results: 24% mastery, 20% near mastery, 54.9% remediation ➤ Math Interim #2 to be administered in early Feb.7th ➤ 86% of all students passing math in Q1



					strategic supports/interventions. In addition, after school academic intervention is now offered three days a week and on Saturdays to provide additional support in math and ELA for a group of targeted students		
#15 3-8 math All Students Level 2 and above	37%		G	Y	<p>We have implemented the Go Math curriculum for grades 6-8. Teachers use weekly common planning time to discuss pacing and planning. Interim assessments (3x per year) will be administered in all math courses. Math coaches and grade leads have received training in facilitating protocol based meetings for data analysis and looking at student work. The math department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p> <p>**Updates since Q1 report: The math department has received continued training and support for implementing the new GoMath curriculum. Teachers have been using benchmark data to update their pacing calendars and plan strategic supports/interventions. After school AIS has been provided three days a week for additional math intervention support. In addition, after school academic intervention is now offered three days a week and on Saturdays to provide additional support in math and ELA for a group of targeted students.</p>	<ul style="list-style-type: none"> ➤ Math Interim Assessments #1,2 & 3 ➤ Grade level benchmark assessments ➤ NYS simulated math exams (March) ➤ GPA index ➤ Math simulation exam 	<ul style="list-style-type: none"> ➤ Math performance 2016-17: 32% ➤ Math interim assessment #1 results: 24% mastery, 20% near mastery, 54.9% remediation ➤ Math Interim #2 to be administered in early Feb.7th ➤ 86% of all students passing math in Q1
#33 3-8 ELA All Students MGP	46.47%		G	Y	The Balanced Literacy adoption has been slow to progress. We have decided to continue using the NYS ELA modules	<ul style="list-style-type: none"> ➤ ELA Interim Assessments #1,2 & 3 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 42%



				<p>in our pacing and delivery of curriculum. A strategic plan for adoption of a Balanced Literacy curriculum is in the works. Teachers in each grade level will pilot Balanced Literacy approaches in the spring. Interim assessments (3x per year) will be implemented as well as protocol based meetings for analyzing data, reviewing student work and lesson planning. The 6th grade teachers have launched a portfolio process that will culminate in student led conferences in the spring. Writing will be the anchor for the portfolios. The ELA department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p> <p>**Updates since Q1 Report: the first interim assessments in ELA were administered successfully to the entire school population. The second interim assessment is drafted and will be administered in early February. The school has formulated an “Instructional Data Team” to support data analysis efforts and collaborative inquiry protocols for data informed instructional planning. The ENL department is working closely with ELA in order to align pacing calendars and instructional foci. The 6th grade has launched a pilot initiative for portfolios and student led conferences. In addition, after school academic intervention is now offered three days a week and on Saturdays to provide</p>	<ul style="list-style-type: none"> ➤ Grade level Benchmark assessments ➤ Prescriptive Reading Assessment (PRA)- to be administered to 6th grade in winter and spring ➤ ELA GPA index ➤ NYS ELA simulated exam in March (2x in AIS afterschool) 	<ul style="list-style-type: none"> ➤ ELA interim assessment #1-51% of students scored at mastery level, 27% at near mastery and 21% at remediation levels. Based on standards assessed. ➤ AIS program launched and has approximately 75 students registered. 150 additional students have been targeted for attendance in late January. ➤ 84% of all students passing ELA/ENL in Q1
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					additional support in math and ELA for a group of targeted students		
#85 Grades 4 and 8 Science All Students Level 3 and above	34%		G	G	<p>Coherent curriculum, assessment cycles and extensive science enrichment will drive progress in science learning/achievement. ABGS Middle School is committed to developing an extensive offering of STEM learning experiences. After school programs and community partners (Gear Up, STEP, Culture Play, and more) will provide STEM learning that is hands-on and multi-disciplinary.</p> <p>**Updates since Q1 report: The science department implemented its first benchmark assessment in November and spent time as a department analyzing data. The department identified learning and instructional gaps to focus on in the months ahead leading to the February benchmark assessment. In November, the school launched an after school science remedial and enrichment program for all grades. We are working on increasing attendance in the program for the 3rd quarter.</p>	<ul style="list-style-type: none"> ➤ Science benchmark assessment scores ➤ Science GPA index ➤ STEM enrichment participation rates ➤ AIS science program participation and performance 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 22% 1st benchmark assessment results: 17% scored mastery, 34% scored near mastery and 48% scored remediation level. In the 8th grade alone, 14% scored mastery, 35% scored near mastery and 50% scored at remediation levels ➤ Q1 passing rate for science school wide was 77% and 8th grade was 65% ➤ Teachers have been working on updates for curriculum pacing based on data and identified learning gaps from benchmark assessments



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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement quality Community School Model	N/A		G	Y	Our CET is focused on action and implementing the community school model plans. They will soon identify a lead agency and work with school administration to implement new school/community based supports as part of grant funding. The CET is working closely with the new principal to develop and spread the vision for small learning communities and the community school model. The CET will be involved in campus transformation plans and oversight.	<ul style="list-style-type: none"> ➤ Approved budget (CET) ➤ Lead agency proposal responses to RFP Agendas and minutes from CET meetings	<ul style="list-style-type: none"> ➤ CET has approved a budget for grant funds to initiate community school model ➤ 1 lead agency was interviewed in early October for potential partnership ➤ In January, the CET interviewed four potential lead agency candidates and will soon select a partner. ➤ CET meeting notes reflect continued engagement and planning towards Community School model ➤ Architects have begun engaging with the CET



							members to review potential space upgrades and designs for community school programming
#4 Student Suspension Rate	18%		G	Y	Multiple teams (Grade support teams, security team, health and safety committee, instructional support team) will continue to monitor student behavior data from different vantage points and actionable stances. Improving tone and culture is a community-based effort. Our community partners, parents, faculty and students are engaged in a variety of robust ways. We are looking to hire two additional deans and expand after school programming for conflict resolution, restorative practices and positive social exchange.	<ul style="list-style-type: none"> ➤ In school suspension rates ➤ Out of school suspension rates ➤ Discipline referrals ➤ VADIR reports 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 6.0% ➤ Suspensions in the 1st two quarters are down from previous years numbers ➤ Current suspension rate is at 5% YTD.
#94 Providing 200 Hours of quality Extended Day Learning Time (ELT)	N/A		G	Y	The ABGS Middle School administration and CET have developed programs to address ELT. The programs are: Saturday Academy 9:00 am-12:00 pm, and Tiger Academy Tuesday and Thursday 2:45 – 5:30. Students for each program have been identified based on data. All students continue to have a double period (80 minutes) of ELA/ENL and math.	<ul style="list-style-type: none"> ➤ Student attendance rates for ELT times ➤ School schedule ➤ AIS attendance and participation rates <p>Saturday academy attendance and participation rates</p>	<ul style="list-style-type: none"> ➤ The current schedule provide double blocks of math and ELA daily over the course of a 9 period day that provides additional time for learning ➤ After school programs currently provide support in math, ELA, science and social/emotional development three to four days per week with the addition of ongoing Saturday Academies



#95 Teacher Attendance	92.9%		G	Y	<p>The principal and administrative team has promoted high attendance rates amongst faculty since the start of the year. The team believes that a positive school tone and culture, consistent communication/engagement, and high levels of administrative presence throughout the school day contribute to a supportive and trust oriented professional culture.</p> <p>***Updates since Q1 report: teacher attendance in the fall was strong and averaged at 96%. December and early January</p>	<ul style="list-style-type: none"> ➤ Weekly and monthly teacher attendance rates ➤ Daily coverage sheets 	<ul style="list-style-type: none"> ➤ Teacher attendance YTD is at 94%.
#98 Chronic Absenteeism	N/A		G	Y	<p>Due to the increase in attendance teacher staffing, we have been able to increase our number of home visits, conferences with parents and referrals to outside agencies in an effort to address family needs of students who are chronically absent. This initiative will continue throughout the year as a means to improve our students' attendance percentile which currently stands at over 90%. Additionally, grade level teams now meet to work on intervention plans for students with chronic issues (behavioral/attendance/academic).</p> <p>***Grade support teams launched in November and meet weekly to monitor attendance, suspension, and academic performance data for grade level cohorts. Chronic absentee students are discussed, interventions/supports are identified and the team discusses the progress of their work.</p>	<ul style="list-style-type: none"> ➤ Truancy reports ➤ Daily attendance rates ➤ Grade Team reporting dashboard (chronic attendance data) 	<ul style="list-style-type: none"> ➤ Chronic absenteeism rate YTD is 22% ➤ Attendance rates YTD is 93%



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Part III – Additional Key Strategies – (As applicable)

Key Strategies			
<ul style="list-style-type: none"> 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), which may also include PSSG and/or CSG initiatives		Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction	G	<p>Teachers are using Mastery Connect software to create/implement assessments (paper/computer based) that can be used with cloud based mastery tracking software.</p> <p>Teachers have projector boards in classrooms to use during instruction.</p> <p>All classrooms have a small computer center 3-6 desktops for individualized work and research</p> <p>1:1 laptop programs are currently being planned for after school enrichment and STEM learning programs</p>
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	Data driven instructional leadership	G	The administrative team’s supervisory duties and responsibilities has been re-organized. Grade level administrators lead grade support teams (dean, social worker, attendance teacher, and psychologist) on a weekly basis to review data dashboard, plan interventions and monitor cohort performance (academic/behavioral). The administrators also meet



			<p>twice per week as with instructional coaches as part of the instructional leadership team. The team is leading the new assessment cycle and data driven instructional efforts. All administrators have been asked by the principal to schedule at least 30% of weekly time in classrooms observing instruction and providing actionable feedback. District Master Teachers will launch instructional leadership rounds in late November/early December. Grade support teams launch the first week in November.</p> <p>Updates since Q1 report**</p> <ul style="list-style-type: none"> ➤ A new team was formed in January called the Instructional Data Team. The team is a subcommittee of the Instructional Leadership Team. Their work is focused on refining the assessment data cycles and collaborative inquiry protocols used by departments. The team follows a Data Wise cycle and seeks to establish a stronger culture for data analysis, instructional decision making and inquiry cycles. ➤ The administrative team launched a new lesson plan review system using a cloud based data collection system. All teachers have at least one lesson plan review per month that includes specific feedback and next steps for improvement of planning. The administrators share a data dashboard that includes detailed analysis of lesson planning efforts across the campus. For example, 96% of lesson plans reviewed showed evidence of standard based planning yet only 54% showed evidence of differentiation on a daily basis. This type of data is used to improve planning for professional development and personalized teacher support.
4.	Implement school-wide interim assessments in ELA and Math three times per year along with mastery tracking	G	<p>Interim assessments have been created in house using the Mastery Connect platform and national item bank of CCLS questions/performance tasks. An assessment calendar was created for administering exams and data analysis cycles. The first interim assessments will be administered the week of November 6. Data will be reviewed immediately by the instructional leadership team and then by grade level teams using data protocols provided by Teaching Matters coaching support.</p> <p>***Updates since Q1 report:</p> <ul style="list-style-type: none"> ➤ The assessment calendar has been implemented as planned. The second interim assessment cycle for all core courses begins the first week of February. ➤ Ongoing training and weekly coaching support is still in place from Teaching Matters



			<ul style="list-style-type: none"> ➤ Some teachers across the departments are beginning to use Mastery Connect (standards mastery tracking software) above and beyond the interim assessments. This is early evidence that we are developing efficacy with formative assessment approaches.
5.	Teacher “Push in” program to support struggling students	G	<p>All teachers at ABGS “push in” to a core content teacher’s classroom at least two periods a week. The teachers provide additional support to the lowest third performing students as identified by classroom teachers. During the “Push in,” the supporting teacher helps students with literacy and academic habits. Keeping students engaged and productive with real time classroom intervention support. The program launched in October and is still developing.</p> <p>***Updates since Q1 report:</p> <ul style="list-style-type: none"> ➤ The Push in program is still in place. ➤ Our Push in program will include a weekly collection of data from classroom teachers starting in February.
	Secondary instructional coaches (content area and Bilingual/ENL)	G	<p>Instructional coaches have been identified in ELA, math, social studies, science and ENL. The coaches meet twice a week with school administration to plan for instructional improvement. The coaches have completed a three day institute with Teaching Matters called “Assessment Matters.” They have led the implementation of our new assessment cycles and have been trained on facilitating protocol based data meetings with their teams. The coaches also receive weekly coaching from Teaching Matters.</p>
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	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>
			<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. **If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.**

Status (R/Y/G)	Analysis/Report Out
G	



	<p>The CET continues to meet twice a month. Members review and discuss progress towards established goals. Recently, the CET has been highly engaged in developing a community school model for ABGS. In the spring of 2017, a needs assessment was conducted by the Children’s Aid Society. Over the summer, multiple sessions were held to inform/educate CET members about the community school model with a focus on the role of a lead agency. The team worked closely with Children’s Aid Society and District administrators to create a request for proposals (RFP) process. An information session was held for potential partners. One proposal made it to the presentation stage in early October. The CET felt it necessary to resubmit the RFP with some minor adjustments in order to get more proposals/presentations for vetting.</p> <p>In mid-October, multiple committee members participated in a multi-day community schools conference held in New York City. Team members were able to visit other community schools and learn from their programs and experiences.</p> <p>The CET remains an active part of the school and local community. Members are present at school events. In August, representatives of the CET spoke at the parent orientations about their work and vision.</p> <p>The new principal has joined the CET since July and has begun to share his vision and early analysis of the school’s improvement needs. The principal presented a vision for transforming the school to a campus of four small learning communities. The CET will continue to work closely with the principal to discuss plans for small learning communities as well as alignment to the vision of a community school model.</p> <p>The committee structure below is being re-examined for the 2017-18 school year. There is a proposal to streamline committees from five to three.</p> <p>***Updates since Q1 report:</p> <ul style="list-style-type: none"> ➤ The CET re-submitted and RFP in December for a Lead Agency that would support the Community School Model work. ➤ Four proposals were submitted in mid-January in response to the RFP ➤ Two potential lead agencies were interviewed on January 24th and two more will be interviewed on January 31st. The team is looking to select a Lead Agency by mid February. ➤ Architects have visited the campus and met with CET members to review plans for community spaces. A plan is not yet set but the CET is working on a timeline for conversion of spaces to support the community school model/programs.
<p><u>Powers of the Receiver</u> 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.</p>	
<p>Status (R/Y/G)</p>	<p>Analysis/Report Out</p>
	<p>The current receiver, Acting Superintendent Regina Armstrong has done two things during this quarter: Designated the School Implementation Manager, Reina Jovin to complete and oversee the Community Schools grant and given direct authority to the building principals over their staff.</p>



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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 that has applied to receive CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	A needs assessment report was completed through a partnership with the Children’s Aid Society and the National Center for Community Schools on April 6th 2017. The report included participation from district leadership and the CET team at ABGS. NCCS analyzed the quantitative data available from the District on such core issues as attendance, behavior and academic achievement and current survey data available from the district. The existing quantitative data available from the district and school was supplemented with focus group data gleaned from existing partners, school administrators, teachers, parents and students at the pilot school
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	CET members attended Parent, Teacher and Student Association (PTSA) meetings to share updates and answer questions on 10/16/17, 11/16/17, 12/11/17, 01/8/18. CET members attended Special Education Parent and Teacher Association (SEPTA) meetings to share updates and answer questions on 10/23/17, 11/27/17, 1/8/18.



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)	Bi-quarterly newsletters are sent out with Progress Reports and Report Cards. These have been send out on November 21st, December 12 th ,	
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	Parents, teachers and community members have an established relationship and regular access to the Community School Steering Committee which is the CET. Community School Site Coordinator appointment is Pending.	
Steering Committee (challenges, meetings held, accomplishments)	The existing CET serves as our steering committee for the Community School initiative. Middle School CET meets once to three times per month in the Middle School’s Media Center for an hour (5:00 p.m. – 6:00 p.m), this quarter dates are October 25, November 8, 29, December 13, January 10, and 24.	
Feeder School Services (specific services offered and impact)	N/A	
Community School Site Coordinator (accomplishments and challenges)	Community School Site Coordinator appointment is Pending	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Our Community Schools Grant application (Attachment C school plan) was approved on February 2 nd 2018. Programmatic costs have not yet been attributed to the approved budget.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Our Community Schools Grant application (Attachment C school plan) was approved on February 2 nd 2018. Programmatic costs have not yet been attributed to the approved budget.	
Green Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis



Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		\$127, 500 has been approved for afterschool and Saturday AIS and Enrichment classes for students. The current afterschool AIS program is REACH LLC has been contracted for \$85,000 to provide coaching support in Curriculum and Instruction. Due to multiple staff changes at the District Business office, the school’s accessibility to this funding was significantly limited until late November 2017. For that reason, purchased services such as contracted professional development did not commence until December 2017. Budget codes have since been created and are available to implement the plan moving forward. \$18,000 has been invoiced to the district to date for services rendered by REACH LLC, \$3,000 has been paid to the vendor.
SIG:		<u>N/A</u>
CSG:		Our Community Schools Grant application was approved on February 2nd 2018. Programmatic costs have not yet been attributed to the approved budget

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): REGINA ARMSTRONG
Signature of Receiver: Regina Armstrong
Date: 2/26/18

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): PATRICIA A. McNEILL
Signature of CET Representative: P.A. McNeill
Date: 02/26/2018