

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.buffaloschools.org/webpages/gmorris				
Marva J. Daniel Futures Preparatory School	140600010037	Buffalo City School district		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 3			Model: Turnaround	
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
Dr. Kriner Cash	*If new, attach resume. Appointment Date: June 2016			PK - 8		6%	22%	504

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*.

Marva J. Daniels Future Preparatory School 37 is continuing to focus on analyzing data through the Data Driven Process. During the 2016-2017 school year, School 37 partnered with Research for Better Teaching (RBT) to train the faculty on the use and implementation of the data process. This year the work will continue with a school leadership data team. This team includes administrators, coaches and teachers. The team provides training and support to teachers during common planning, grade level meetings and faculty meetings. Through the data process teachers are able to identify skills that students are deficient in and properly place students in appropriate RtI groups for remediation and instruction. Analyzing data also helps the Leadership team to monitor and make necessary adjustments to ensure that our Level 1 and 2 indicators are met.

School 37 is also continuing the work with Studying Skillful Teaching (SST) and Culturally Relevant Teaching (CRT). Last year RBT trained the teachers on SST and CRT. The administration at School 37 will continue to reinforce and assist teachers with the implementation of these



instructional strategies and beliefs. Furthermore, the district is now providing training on Culturally Relevant Teaching. School 37 has recently began incorporating Restorative practices and a reflection room to sustain efforts towards decreasing suspensions and ODR's as well as becoming more proactive in approaches to address student challenges.

This year School 37 is continuing its work with the Community Schools and Saturday Academies. We have hosted 10 Saturday Community School events. Classes were offered to parents around infusing literacy in the home and how to support students with common core. Our large community Even will be taking place on May 12 where the community and our school join together to beautify the neighborhood and collaborate on how the school community and local community can align to influence our city.

Our Community Engagement Team (CET) is meeting regularly to review demonstrable growth indicators, School Comprehension Educational Plan (SCEP), plan Saturday Academies and Community School events. Administration, teachers, faculty, parents and community members serve on the CET. Our April meeting (4/24) will focus on responsibilities and priorities, upcoming Math Assessment and progress as well as Budgetary changes where input will be requested.

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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)

LEVEL 1 Indicators																												
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																												
Identify Indicator	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/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator																				
3-8 ELA all students level 2 and above	15%	20%		Yes	<ul style="list-style-type: none"> Use of the DDI process to drive instruction. DDI is done after District Based Assessments, Writing Screeners, DIBELS Benchmark Assessments, STAR Math Benchmark Assessments and as needed using other formative assessments. 	MOY DBA data compared to BOY DBA.	<table border="1"> <caption>GRADE 3 ELA DBA Data</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>94%</td> <td>92%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>0%</td> <td>8%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>3%</td> <td>0%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>3%</td> <td>0%</td> <td></td> </tr> </tbody> </table>	Level	BOY	MOY	EOY	LEVEL 1	94%	92%		LEVEL 2	0%	8%		LEVEL 3	3%	0%		LEVEL 4	3%	0%		<ul style="list-style-type: none"> DDI process will continue to analyze data and create targeted action plans for students. School will continue to fund a Reading Specialist and literacy coach for targeted
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					<p>to work with small groups of students who need additional reinforcement of skills or concepts that were introduced during whole group instruction. The same rules should apply to both math and ELA. In other words, the rules remain the same; only the content changes.</p> <ul style="list-style-type: none"> 80:20 student to teacher talk is an expectation at MJD Future’s Academy. Limiting teacher talk allows for the students to do most of the work. This builds their independence and allows students’ voices to shine. This allows for all students to engage in the work and take ownership of their learning. This also leads to an increase in the amount of time students read. The use of higher order thinking questions and one a day questions ensures that students are learning how to answer questions that 	<h3 style="text-align: center;">GRADE 7 ELA DBA</h3> <table border="1"> <caption>Grade 7 ELA DBA Performance Data</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>77%</td> <td>58%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>14%</td> <td>26%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>6%</td> <td>13%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>3%</td> <td>3%</td> <td></td> </tr> </tbody> </table> <h3 style="text-align: center;">GRADE 8 ELA DBA</h3> <table border="1"> <caption>Grade 8 ELA DBA Performance Data</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>81%</td> <td>55%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>7%</td> <td>22%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>12%</td> <td>13%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>0%</td> <td>10%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Analysis of data shows an decrease in level1 and increase in level 2 from BOY to MOY in grade 3. Grade 4 results show a decrease in level 1, an increase in level 2 and 4 performance when BOY and MOY are compared. Grade 5 data yields a potential challenge in their results. Level 1 performance increased and other level performance shows a decrease. Grade 6 results show a decrease in level1 performance, an increase in 	Level	BOY	MOY	EOY	LEVEL 1	77%	58%		LEVEL 2	14%	26%		LEVEL 3	6%	13%		LEVEL 4	3%	3%		Level	BOY	MOY	EOY	LEVEL 1	81%	55%		LEVEL 2	7%	22%		LEVEL 3	12%	13%		LEVEL 4	0%	10%		<p>both the afternoon and morning so that interventions can still be provided, regardless of decreased staff.</p> <ul style="list-style-type: none"> Scheduling team will b formulated in June 2018 which will assist administration in scheduling the reading block to maximize the instruction.
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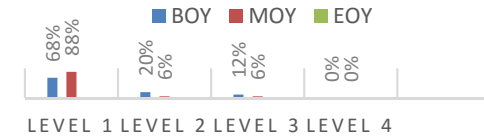
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- The use of higher order thinking questions and one a day questions ensures that students are learning how to answer questions that are directly correlated to the Common Core Standards. Adding these questions to the Journeys stories, the ELA modules and the math modules allows the students to answer questions that require 21st century skills.
- Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure

- Grade 3 data results show a decrease in level 1 performance with an increase in level 2 performance.
- Grade 4 performance shows an increase in level 2 performance and level 3 performance.
- Grade 5 performance once again is a potential concern as level 1 performance has increased.
- Grade 6 results show a decrease in level 1 performance with an increase in both level 3 and 4 performance.
- Grade 7 results show a decrease in level 1 performance with an increase in level 2 and 4 performance.
- Grade 8 poses a potential concern with an increase in level 1 performance and a decrease in level 2 and 3 performance.



					<p>higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades. The lessons delivered incorporate student needs, complex materials and higher order questioning, leading students to college and career readiness. Due to this, students show growth in meeting the demands of CCLS across grade/subject areas, leading to improvements in achievement.</p> <ul style="list-style-type: none">• 1.5 Support math works strategically with students who are designated as “bubble students”. Action plans developed through the DDI process are created at grade level to specifically target the needs of these students.•			
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3-8 Math all students MGP	47.99	1% increase		Yes	<ul style="list-style-type: none"> Use of the DDI process to drive instruction. DDI is done after District Based Assessments, Writing Screeners, DIBELS Benchmark Assessments, STAR Math Benchmark Assessments and as needed using other formative assessments. Purposeful small group instruction and differentiation is utilized during the Tier 1 reading this indicator is math block. Daily teacher led groups and independent area work during the Tier 1 reading and math block is developed using data from exit tickets and other formative assessments and progress monitoring. RTI reading groups are based on data and are adjusted as needed. Use of DIBELS Now What Small Group Advisor, STAR Math administration and the FCRR Differentiation Tool are utilized to develop groups and areas. The 21-day planner is a 	<div data-bbox="1661 240 2128 506"> <h3>GRADE 3 MATH DBA</h3> <table border="1"> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>54%</td> <td>53%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>3%</td> <td>29%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>11%</td> <td>8%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>32%</td> <td>10%</td> <td></td> </tr> </tbody> </table> </div> <div data-bbox="1661 548 2128 815"> <h3>GRADE 4 MATH DBA</h3> <table border="1"> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>54%</td> <td>56%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>5%</td> <td>8%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>13%</td> <td>21%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>28%</td> <td>15%</td> <td></td> </tr> </tbody> </table> </div> <div data-bbox="1661 857 2128 1123"> <h3>GRADE 5 MATH DBA</h3> <table border="1"> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>64%</td> <td>93%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>25%</td> <td>3%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>0%</td> <td>3%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>11%</td> <td>0%</td> <td></td> </tr> </tbody> </table> </div> <div data-bbox="1661 1166 2128 1432"> <h3>GRADE 6 MATH DBA</h3> <table border="1"> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>51%</td> <td>48%</td> <td></td> </tr> <tr> <td>LEVEL 2</td> <td>30%</td> <td>26%</td> <td></td> </tr> <tr> <td>LEVEL 3</td> <td>13%</td> <td>14%</td> <td></td> </tr> <tr> <td>LEVEL 4</td> <td>6%</td> <td>12%</td> <td></td> </tr> </tbody> </table> </div>	Level	BOY	MOY	EOY	LEVEL 1	54%	53%		LEVEL 2	3%	29%		LEVEL 3	11%	8%		LEVEL 4	32%	10%		Level	BOY	MOY	EOY	LEVEL 1	54%	56%		LEVEL 2	5%	8%		LEVEL 3	13%	21%		LEVEL 4	28%	15%		Level	BOY	MOY	EOY	LEVEL 1	64%	93%		LEVEL 2	25%	3%		LEVEL 3	0%	3%		LEVEL 4	11%	0%		Level	BOY	MOY	EOY	LEVEL 1	51%	48%		LEVEL 2	30%	26%		LEVEL 3	13%	14%		LEVEL 4	6%	12%		See above.
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					<p>management tool for teachers to use when developing independent learning areas in the math and ELA classroom. When students are trained to work independently, the teacher is free to work with a small group of students. These learning areas are important because teachers need to work with small groups of students who need additional reinforcement of skills or concepts that were introduced during whole group instruction. The same rules should apply to both math and ELA. In other words, the rules remain the same; only the content changes.</p> <ul style="list-style-type: none"> 80:20 student to teacher talk is an expectation at MJD Future’s Academy. Limiting teacher talk allows for the students to do most of the work. This builds their independence and allows students’ voices to shine. This allows for 		<p>GRADE 7 MATH DBA</p> <table border="1"> <caption>Grade 7 Math DBA Performance Data</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>93%</td> <td>90%</td> <td>0%</td> </tr> <tr> <td>LEVEL 2</td> <td>5%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>LEVEL 3</td> <td>2%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>LEVEL 4</td> <td>0%</td> <td>2%</td> <td>0%</td> </tr> </tbody> </table> <p>GRADE 8 MATH DBA</p> <table border="1"> <caption>Grade 8 Math DBA Performance Data</caption> <thead> <tr> <th>Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>LEVEL 1</td> <td>68%</td> <td>88%</td> <td>0%</td> </tr> <tr> <td>LEVEL 2</td> <td>20%</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>LEVEL 3</td> <td>12%</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>LEVEL 4</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>*See above narrative.</p>	Level	BOY	MOY	EOY	LEVEL 1	93%	90%	0%	LEVEL 2	5%	8%	0%	LEVEL 3	2%	0%	0%	LEVEL 4	0%	2%	0%	Level	BOY	MOY	EOY	LEVEL 1	68%	88%	0%	LEVEL 2	20%	6%	0%	LEVEL 3	12%	6%	0%	LEVEL 4	0%	0%	0%	
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					<p>all students to engage in the work and take ownership of their learning. This also leads to an increase in the amount of time students read.</p> <ul style="list-style-type: none">• The use of higher order thinking questions and one a day questions ensures that students are learning how to answer questions that are directly correlated to the Common Core Standards. Adding these questions to the Journeys stories, the ELA modules and the math modules allows the students to answer questions that require 21st century skills.• Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all			
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					<p>content areas and grades. The lessons delivered incorporate student needs, complex materials and higher order questioning, leading students to college and career readiness. Due to this, students show growth in meeting the demands of CCLS across grade/subject areas, leading to improvements in achievement.</p> <ul style="list-style-type: none"> 1.5 Support math works strategically with students who are designated as “bubble students”. Action plans developed through the DDI process are created at grade level to specifically target the needs of these students. 		
3-8 ELA all students MGP	37.17	1% increase		Yes	<ul style="list-style-type: none"> Reading specialists strategically with students who are designated as “bubble students”. Action plans developed through the DDI process are created at grade level to 	<p>**See above ELA DBA data</p> <ul style="list-style-type: none"> Analysis of data shows an decrease in level1 and increase in level 2 from BOY to MOY in grade 3. Grade 4 results show a decrease in level 1, an increase in level 2 and 4 performance when BOY and MOY are compared. 	See above in ELA section



					specifically target the needs of these students.		<ul style="list-style-type: none"> Grade 5 data yields a potential challenge in their results. Level 1 performance increased and other level performance shows a decrease. Grade 6 results show a decrease in level1 performance, an increase in level2 and level 3 performance. Grade 7 results show a decrease in level 1 and an increase I level 2, 3 and 4 performance. <p>Grade 8 results show a decrease in level 2 performance and an increase in level 2, 3 and 4 performance.</p>	
Grades 4 and 8 science all students level 3 and above	19%	24%		Yes	<ul style="list-style-type: none"> With implementation of the district’s new science program, students are able to acquire the skills and concepts in a hands on fashion through labs and experiments. In addition, science teachers are infusing reading and writing daily within their lessons. 		<p>Grade 6 Science DBA#1</p> <p>Grade 7 Science DBA#1</p>	<p>Building will work with the district to provide continued job-embedded training on the new science program.</p> <p>Junior high schedule will reflect an added period for science and social studies to infuse literacy and writing in their content area.</p>



							<p>Grade 8 performance is showing performance across all levels at this time. There is no MOY to compare it to.</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	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 II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	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/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
Student Suspension rate (out of school)	36%	31%	Green	Yes	<ul style="list-style-type: none"> The school has been ensuring that their 	<ul style="list-style-type: none"> Office Discipline Referral Data Long and Short 	Between January and April, school 37 averaged 2 percent long term suspensions and 7	School 37 has recently implemented the Reflection Room. This room is designed



					<p>PBIS model is implemented consistently school-wide.</p> <ul style="list-style-type: none"> Teachers and students have received a refresher course on the behavior matrix. Progressive Discipline policy is being instituted school-wide and serves as a data source. The school has also officially opened their Phoenix Store. Students who earn “Phoenix Bucks” for their exemplary behavior can redeem those at the store for prizes and other items. There are currently 3 stores geared for primary, intermediate and junior high. Grades K – 8 continue to utilize the Student of the Month initiative to reward 	<p>Term Suspension Data</p> <ul style="list-style-type: none"> Check in/Check out Phoenix Bucks Store data (tracks usage by teacher and student) 	<p>percent short term suspensions.</p>	<p>to provide a calming atmosphere where students can productively resolve problems and challenges, peacefully. This, coupled with our new Restorative Practices initiative and team, School 37 has a more proactive process in decreasing ODR’s and suspensions.</p> <p>Summer (July and August 2018), building will provide a week long, paid training on our progressive Discipline protocol as well as Restorative Practices that can be infused in the classroom to decrease Office Discipline Referrals and suspensions.</p> <p>All strategies listed in the first column will be able to be maintained as budgetary cuts in this area have not been affected (School will still be able to maintain a full SST)</p>
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					<p>students for their model behavior. These students earn a special field trip and are honored during school announcements and assemblies.</p> <ul style="list-style-type: none"> • Our SST pushes into all classrooms and teaches students how to be a “Bucket Filler.” What is a bucket filler? • SST continue to be participants in all grade level and team meetings where CICO data and other tier 2 data is reviewed. • Teachers will be provided with refresher professional development on Trauma Informed Care. • School will begin the implementation of the Reflect and Meditation room. 			
3-8 ELA Black	38.29	1%	Green	Yes	<ul style="list-style-type: none"> • Reading specialists 	<ul style="list-style-type: none"> • DBA Data 	*See above data and	



students MGP		increase			are working strategically with students who are designated as “bubble students”. Action plans developed through the DDI process are created at grade level to specifically target the needs of these students.		narrative.	
3-8 Math Black students MGP	48.35	1% increase	Yellow	No Why is this no? If it is no you should add more information about changes you are making to make indicator.	<ul style="list-style-type: none"> 1.5 Support math teachers works strategically with students who are designated as “bubble students”. Action plans developed through the DDI process are created at grade level to specifically target the needs of these students. 	<ul style="list-style-type: none"> DBA STAR Math Assessment One a Day State Assessment Questions Ticket Out 	See above data and narrative.	See above.
3-8 Math ED students MGP	48.42	1% increase	Yellow	No See comments above.	<ul style="list-style-type: none"> 1.5 Support math teachers works strategically with students who are designated as “bubble students”. Action plans 	<ul style="list-style-type: none"> DBA data above 	See above data and narrative.	Funding will allow for a full-time Support math teacher to provide targeted supports to students during RTI. DDI process will continue to be utilized by teachers to monitor data and create actin



					developed through the DDI process are created at grade level to specifically target the needs of these students.			plans for instruction. See above Math Section
ELT	NA	NA	Green	Yes	<ul style="list-style-type: none"> The extended learning after school program has a three part framework. The first part is Academic Enrichment. This includes learning activities aligned to the CCLS, opportunities for reading independently and in groups, and literacy and math intervention. The second part is Health and Wellness. This includes physical recreation, sports, nutrition and healthy eating habits. The third part is Positive Youth Development. This includes conflict resolution, character development, cultural exploration, art, music, theatre, and dance, and civics. These three parts are 	Our program began October 11, 2017. The program runs from 3:00 – 5:00 Monday through Friday. We are on track to providing the 200 hours of ELT. In addition, School 37 is a Community School, which provides learning opportunities for both parents and students two Saturdays a month. Learning opportunities for parents include HEAP, real estate, infusing literacy in the home with your students, what is Common Core. Students are being recruited to join the afterschool program by their teachers through communication both in written and vocal paths. The majority of staff working is staff from School 37. Planning takes place afterschool and during enrichment	200 hours is on track to being met.	<p>School 37 plans on continuing our ELT program for the 2018-2019 school year. Community Schools funding will assist in retaining partners and programs for our students in the ELT.</p> <p>Saturday Academies will continue in the 2018-2019 school year which will continue to provide targeted learning and enrichment opportunities for both parents and students.</p>



					all equally important in help our students become healthy, positive, 21 st century learners and contributors to society.	time for students. Enrichment includes karate, computers for children, EPIC and drill team, and young Audiences..		
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 III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies			
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.			
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan
1.	Use of technology in the classroom to deliver instruction	Goal 1: Support for Student Learning with Innovative Instructional Technologies <i>School #37 will expand the use of mobile technologies to provide all students access to their own device when in school. This will enable teachers to bring together knowledge and creativity in closely integrated learning experiences that maximize student engagement and learning in all areas of the curriculum.</i>	ITC will continue to be a part of the School 37 staff. She will continue to provide job-embedded professional development around student centered learning. The School 37 “Tech Squad”, which is comprised of students will continue to function as an additional support. We will provide training around opportunities to infuse transformational learning, according to the SAMR model.



		<p>Marva J. Daniel Futures Preparatory School’s technology includes center based iPads for students in grades PK-2, a one to one iPad ratio for students in grades 3-6, and a one to one laptop for 7th and 8th grade students. Students use the virtual 3D, zSpace lab to gain a deeper understanding of science and math content through manipulation of virtual models. Mobile devices are being used as an essential part of daily instruction to foster student digital citizenship, communication, collaboration, and creativity skills. Additionally, the use of these devices fosters an environment for authentic workflow, differentiation, feedback, and assessment.</p> <p>How did teachers and students receive training on the devices? Goal 2: Provide BPS Stakeholders with Best in Class Resources <i>Marva J. Daniel Futures Preparatory School will provide instructional resources that will positively impact all students, teachers, administrators, and support personnel as well as the community. These digital resources will include: educational software and apps, cloud-based resources, applications providing for parental involvement, and automated support for more efficient operations.</i></p> <p>The strategic integration of technology is enhancing instruction, student engagement, and learning at Marva J. Daniel Futures Preparatory School. Teachers, administrators, and support personnel are working toward the following goals, as identified in our school’s mission statement:</p> <ul style="list-style-type: none"> • Fostering a student-centered learning environment, where students feel safe to take risks and persist through failures, allowing them to take ownership of their learning • Creating opportunities that align curriculum with project based learning and collaborative group work that connects to the real world • Establishing a challenging and innovative climate to foster curiosity, critical thinking, communication, and problem-solving skills to produce higher achievement in an academic setting 	<p>Teachers who continue to provide authentic and exemplary learning experiences with the one to one devices will provide modeling sessions for other teachers as well.</p>
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		<p>Many of the above goals are addressed through the use of Schoology, zSpace, Next Lesson, myON, and apps that focus on assessment, differentiation, communication, and creativity. Schoology, the district’s learning management system, acts a tool for group differentiation, communication, workflow, assessment, and feedback, and provides 24-7 access to course materials for students. The school’s zSpace lab is fully functioning, and provides students with an enhanced understanding of science and mathematics content through manipulation of virtual models. myON, a digital library used to support the improvement of students’ reading fluency and comprehension, provides students access to on-level text during the school day, extended day program, and at home. Next Lesson is used as a supplemental resource that supports student engagement, learning, and technology integration across all content areas, in addition to encouraging in-depth inquiry in real life situations, deeper learning of the Common Core Learning Standards, and project-based learning opportunities.</p> <p>All teachers, administrators, and instructional support personnel at Marva J. Daniel Futures Preparatory School have been trained on eDoctrina, the district’s data and assessment management system. It is used to help teachers, administrators, and support staff prioritize state standards, create standards-based lessons, build and administer standards-based assessments, analyze student data, and track student goals and progress.</p> <p>Goal 3: Enhance Connections with Our BPS Community <i>Marva J. Daniel Futures Preparatory School intends to extend our digital resources to promote greater parental involvement and community participation within our schools.</i></p> <p>Research shows that parental engagement reduces absenteeism, improves student achievement, and restores parents’ confidence in the education that their children</p>	
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			<p>receive. Technology has helped to cultivate the level of parental involvement at Marva J. Daniel Futures Preparatory School.</p> <p>All administrators, teachers, and support personnel received Infinite Campus training related to the system's gradebook, attendance, parent communication, and office discipline referral features. Many teachers utilize the gradebook to provide students and parents with pertinent information related to class assignments and student performance. Teachers encourage students and their parents to regularly use the Campus- and Parent Portals to check student grades and attendance. Parent Portal training has been offered to our families during Community School Saturday Academies and during a parent-teacher conference. ClassDojo and Remind are additional digital tools, used in our building, to improve home-school communication.</p>	
<p>Maintaining a data driven culture</p>		<p>See DDI Description above</p>	<p style="text-align: center;">The Using Data Process</p> <pre> graph TD subgraph Build F[Foundation] end subgraph Identify ILP[Student Learning Problem] end subgraph Verify C[Causes] end subgraph Implement_Monitor_Achieve R[Results] end subgraph Generate S[Solutions] end F -- DATA RESEARCH --> ILP ILP -- DATA RESEARCH --> C C -- DATA RESEARCH --> R R -- DATA RESEARCH --> S S -- DATA RESEARCH --> F </pre>	<p>School leadership team will continue to provide job-embedded PD to all staff specific to the DDI process. Due to lack of funding, School 37 does not have a current partnership with RBT but the entire building has been trained and continues to implement the DDI process in all grade levels and team meetings.</p>



<p>CCLS Aligned Instruction</p>		<p>Grade level and team meetings utilize the DDI and backwards design process to ensure lessons are CCLS aligned and are standards driven.</p>	<p style="text-align: center;">The Using Data Process</p>	<p>DDI process will continue in the upcoming school year to ensure that all action plans yield CCLS aligned experiences. Funding will allow for a reading specialist, a literacy coach and a math specialist to stay on board.</p> <p>Summer Professional Development Session will be provided to staff which centers around “unpacking the standards to drive instruction.”</p> <p>Summer PD session will be provided to teachers around using the DDI process with the current 2018 Grades 3 – 8 ELA and Math data.</p>
<p>PBIS school wide culture and implementation</p>		<p>*See description above (Located in</p>	<p>Supports are in place and team continues to facilitate building based systems. There is more congruency in the school wide implementation of this priority as evidenced by CICO data and “Phoenix Bucks” data that is posted in the school incentive</p>	<p>According to budget projections next school year, PBIS team will continue to be on staff at School 37 to ensure congruency in implementation building wide. Restorative justice team and reflection room will be in first year</p>



		suspension indicator section)	store.		implementation which will serve to enhance PBIS initiatives and culture school wide. 2018-2019 school year Summer PD session will provide teachers with a refresher on building PBIS initiatives as well as a new handbook for implementation on these strategies.
Fully functioning ELT program		*See description above	See above		See above
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)					
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.					
Status (R/Y/G)	Analysis/Report Out		2018-19 School Year Continuation Plan		
	CET continues to meet once a month as an extension of our SBMT. This team discusses progress of the Receivership indicators and what Receivership funding has supported thus far, and progress of those supports and individuals. This team consists of Community partners, faculty, student, Say Yes Navigator, administration. Partners include UB Center for Urban Studies, Fruitbelt Coalition, Say Yes, Catholic Charities, Northwest Community center and Liberty Partnership.		Team will continue to function. Goal of the 2018-2019 school year will be to increase parental involvement and participation on this team.		
Powers of the Receiver					
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.					
Status (R/Y/G)	Analysis/Report Out		2018-19 School Year Continuation Plan		
Green	School 37 has mandated professional development for staff and has also used the involuntary transfer power to populate the school with the highest quality of staff		This practice will continue.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:
CSG and PSSG		All spending is on target at this time. Impact of specific staff described in above narratives.	<ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
Salaries for professional staff-Code 15 \$295,459 YTD \$243,631 82% @ PERIOD ENDING 4/20/18	Green	All positions are filled.	
Salaries for Support Staff- code 16 \$0 YTD \$0 ZERO% @ PERIOD ENDING 4/20/18	N/A		
Purchased services-code 40 \$29,500 YTD \$20,100 68% @ PERIOD ENDING 4/20/18	Green	Contracts are executed. Over allocated funds will be amended.	
Purchased services-code 45 \$0 YTD \$0 ZERO% @ PERIOD ENDING 4/20/18		N/A	
Travel expenses-code 46 \$0 YTD \$0 ZERO% @ PERIOD ENDING 4/20/18		N/A	
Employee Benefits-code 80 \$122,606 YTD \$129,177 105% @ PERIOD ENDING 4/20/18	green	Expended per BPS schedule.	
Indirect cost-code 90-		COMPLETED AT THE END OF THE PROJECT.	



Part VI: Best Practices (Optional)

<p><u>Best Practices</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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	The Using Data Process: DDI protocol	<p>The Using Data Process of Collaborative Inquiry (Using Data Process) offers a structured process for ongoing investigation of data with the goal of improving teaching and learning. The professional development is based on the book written by Nancy Love, Stiles, Mundry and DiRanna, “Unleashing the Power of Collaborative Inquiry, the Data Coach’s Guide.” The professional development addresses the critical achievement crisis as described in the background by building the knowledge and skills of Data Coaches-grade level leaders and administrators- specially trained to guide the use of data—to lead Data Teams in collaborative inquiry.</p> <p>Collaborative inquiry is a process where teachers and administrators work together in Data Teams to make sense of student learning and other data and embrace and test out solutions together through rigorous use of data and ongoing reflective dialogue. Through the Using Data Process, Data Teams become vital centers of collaboration, meeting regularly to engage in Data-Driven Dialogue. Data Driven Dialogue is based on four phases: predicting, going visual with the data, observing the data and making inferences. Through inference teachers brainstorm what may work in their classrooms. The Data Teams use multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are the final and necessary step to improve results for students. In sum, the purpose of the Using Data Process is to guide Data Teams in collaborative inquiry and to influence the culture of schools to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning.</p>



2.	Building Teacher Leaders through Modeling	Teachers modeling best practice strategies during grade levels and scheduling times for teachers to view other teachers in action as they model strategies that work for students. This, again, allows for best practices to sustain throughout the building when funding ceases.
3.	Authentic technology integration and implementation	Described above.



Part VII – Assurance and Attestation

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

Name of Receiver (Print): Dr. Kruper Cash
Signature of Receiver: [Handwritten Signature]
Date: 4/26/18

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): JULIE KUEBLER
Signature of CET Representative: [Handwritten Signature]
Date: 4/25/18