

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

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/			
				Check which plan below applies:			
Dr. Charles R. Drew Science Magnet BPS 59	140600010059	Buffalo Public Schools	Not Applicable	SIG/SIF <input checked="" type="checkbox"/>		SCEP <input type="checkbox"/>	
				Cohort: Sig-Cohort 3			
Model: Turnaround							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Denisca R. Thompson	Margaret Boorady Associate Superintendent of School Leadership		Pre K-8	14%	28%	815
	Appointment Date: July 2012	Marianne Dixon Grant Manager Danielle Schwanekamp Grant Liaison Angela Cullen Director					

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*.



Currently, Dr. Charles R. Drew Science Magnet BPS 59, is in year two of Receivership. A plan was created a year ago to increase academic performance and develop a culture of excellence that is promoted by all stakeholders. The plan continues to be implemented with adjustments made based on Beginning of the Year (BOY) assessments, 15-16 NYS Assessment results, and 15-16 Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Review findings. The Community Engagement Team (CET) meets monthly to review the plan that ensures the vision and mission of the school, *to be active, engaged learners, who are able to think critically, compete, and become college and career ready in all subjects including Math, ELA, and Science.*

The driving forces of the plan to reach Receivership Targets at Dr. Charles R. Drew Science Magnet are the school's "Big Rocks" that include student engagement, Positive Behavior Intervention/Restorative Practices, Common Core Aligned Instruction/Differentiation, DTSDE recommendations and self-review findings, School Improvement Grant (SIG) goals, and current student achievement data. Essential decisions are made by stakeholders that include teachers, community members, parents, staff, and students.

During this reporting period, modifications to the plan identified by the Stakeholders based on data were as follows:

- Culturally Responsive and Linguistic Teaching (CRLT)
 - To enhance instructional practices, teachers have implemented one of the four high leverage CRLT strategies of "creating a welcoming environment" for all students. Culturally Responsive and Linguistic Teaching enriches teaching to include experiences relevant to urban students by weaving it into the curriculum. At the beginning of this school year, each classroom took part in an "All About Me" project as a representation of each student and their unique background.
- Literacy focus in all content areas
 - On the 15-16 NYS ELA Assessments, 36.9% of 3-8 students scored a 2 and above, meeting the 15-16 Receivership Target. On the math assessment, 24% of our students scored at Level 2 or above.
 - To increase academic achievement in ELA, the school will continue implementing the school wide Literacy Initiative. All teachers have attended professional development on phase one Step Up To Writing (SUTW). Strategies from SUTW are implemented in all content areas, resulting in a common language around the school for students and teachers.
 - To increase achievement in Math, there is a focus on literacy: vocabulary, questioning, and rigor of problem set. Grade level meetings have focused on this area for the purpose of teacher capacity in creating rigorous, multi-step problems sets with a focus on math literacy and vocabulary.
- Students will be supported socially and emotionally to improve the safety of the school.
 - The *Student Suspension* rate for the 15-16 school year was 12.5%, a decrease of 14.5% from the previous year. To keep the momentum of supporting students emotionally, students participated in Positive Behavior Intervention System (PBIS) stations as a refresher on Code of Conduct and behavior expectations.
- Align science instruction to include a direct focus on literacy skills and targeted performance based assessment skills.
 - On the 15-16 NYS Science Assessment, the school reached its 15-16 goal by reaching 40% proficiency. This achievement was a direct correlation of implementing "hands on" performance based assessments.
- Align instructional expectations with the Common Core Learning Standards and 2014 NYSUT Teacher's Practice rubric to improve teaching and increase achievement.
 - Professional development was facilitated to staff members that involved Standard III of the 2014 NYSUT rubric. Teachers were able to align best practices to the rubric and conclude a distinct difference between ineffective and effective practices. A "Best Practices" chart was created by the leadership team as a reference for teachers to use in the classroom. The above plan has been monitored on a daily basis with adjustments made based on data to reach Level 1 and Level 2 targets.



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.

Part I – Demonstrable Improvement Indicators

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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
3-8 ELA All Students Level 2 & above	Green	28%	40%	The BOY DIBELS assessment, DIBELS progress monitoring and SUTW assessments were used to monitor progress of target.	<p>During this quarter, the Beginning of Year DIBELS assessment was administered along with the Step up to Writing assessment. The percentage of students that were benchmark were as follows: Gr K: 48%, Gr 1: 36%, Gr 2: 33%, Gr 3: 57%, Gr 4: 37%, Gr 5:25%, and Gr 6: 32%. The Step up to Writing-Beginning of Year (BOY) was administered as a baseline to assess the needs of students based on a four point holistic rubric. As results were analyzed, teachers created a plan to provide support for each student in their classroom. Based on the results each grade level will focus on the following: Gr K: Capitals, understanding, punctuation, and spacing, Gr 1: Ideas and content, Gr 2: Organization, Gr 3: Coherence and Organization, Gr 4: Command of Evidence, Gr 5: Coherence, organization, and style, Gr 6: Content and Analysis, Gr 7 and Gr 8: Coherence, organization and style.</p> <p>Professional development was provided to teachers on Step Up to Writing (SUTW) strategies, student work products were examined, targeted classroom observation was completed and feedback shared to teachers, and an emphasis on student work and teacher provided feedback through the use of a rubric or criteria for success was monitored. Student ‘walk-to’ model was developed for Response to Intervention (RtI).</p> <p><u>Next Steps:</u> To increase capacity for student writing, teachers will analyze student work samples in grade level to identify next steps to increase students’ ability to write a clear and cohesive writing piece.</p>



					In efforts to increase students’ comprehension capacity, administration and the literacy coach will continue to train teachers in using the NYS released questions to create their own content based higher-order, critical thinking questions that are aligned to the CCLS. Teachers will have an opportunity to analyze NYS Release questions vertically, 3-8. This will be monitored through observations, administrators will be able to identify higher order, critical thinking questions that are aligned to the CCLS and support the professional development of teachers to build capacity. (Supports Level 2 indicator, 3-8 ELA Black Students Level 2 and above)
3-8 Math All Students Level 2 & above	Yellow	26%	38%	Module 1- end of unit was used to determine if we made our progress for this target.	<p>During this quarter students were monitored by the end of unit District Benchmark Assessment for Module 1. The results of students scoring a 2 and above were as follows: Gr 3:7.23%, Gr 4: 28.41%, Gr 5: 5.77%, Gr 6: 32.35%, Gr 7: 19.11%, Gr 8: 2.88%. To improve results, teachers were able to backwards plans to determine the necessary vocabulary and prerequisite skills for math module 1. Also, during this quarter, teachers analyzed released questions to examine vocabulary and literacy skills associated with math modules. To increase our math scores, it is a requirement that bell work consists of questions that align to the rigor of the NYS Release questions. To support these initiatives, teachers in grade level analyzed the complexity of the questions and created three questions to start. Student work samples were brought back to grade level to review responses and discuss re-teaching strategies.</p> <p>(Above strategy supports 3-8 Math Black Students Level 2 and above, 3-8 Math LEP Students Level 2 and above, and 3-8 Math SWD)</p> <p><u>Next Steps:</u> Questioning will be a main focus for teachers to improve their instructional practices. Through the explicit instruction model (“I do, we do and you do”), teachers will create parallel questions from the NYS Math release questions. The process will be introduced in grade level for teachers to analyze a question, look at the standard associated, and create a more complex question for students to answer (supports to reach our Level 2 indicator, 3-8 Math Black Students 2 and above). In addition, professional development, supported by the Math department, will focus on Math practices. Administration will expand its’ look-fors’ in planning and during instruction to include Math practices.</p>
Grades 4 and 8 Science All Students Level 3 and above	Green	28%	44%	Weekly formative assessments by mini unit were used to monitor this target.	<p>Students in grade 4 were given weekly exit tickets based on the NYS Science Assessment. During this quarter, 49% of students mastered landforms and 55% of students mastered the solar system. In grade 8, 62% of students mastered cell functions based on weekly exit tickets assessments.</p> <p>Our target was met on the 15-16 NYS Elementary Level Science Test (ELST) and Intermediate Level Science Test (ILST) Assessment with 40% of 3-8 students scored a 3 and above with a baseline of 28%.</p> <p><u>Next Steps:</u> Using “hands on” performance based assessments proved to increase student performance therefore, the school will continue to incorporate this daily practice. In addition, ELST and ILST questions will be</p>



					<p>used as entrance/exit tickets to assess daily performance. Teachers will be able to analyze the data and adjust instruction.</p> <p>Students in grade 4 and 8 will take a science mock test in November to assess their performance on standards. After the test is complete, teachers will be able to conference with students to inform each student of their progress to create an action plan.</p>
School Safety	Green	17	<7 Serious Incidents (Student altercations)	<p>Weekly reports from Infinite Campus were used to determine if we made progress for this target.</p>	<p>During the current school year, there were 24 short term suspensions compared to 21 short term suspensions in the 15-16 school year, an increase of three suspensions, during the same time period. In addition, there were four long term suspensions this year compared to eight long term suspensions in the previous school year, a decrease of four.</p> <p>PBIS station assemblies occurred, where staff explicitly modeled for students how to behave in common areas of the school, including bus, lavatory, field-trips and hallways.</p> <p>We also partnered with community organizations to do in school anti-bullying seminars, internet safety, and sexual education workshops with students to support their socio-emotional development.</p> <p><u>Next Steps:</u> To keep the momentum of the positive school culture, the school will utilize a “Peace Room” where students resolve their conflicts and take accountability for their actions. The Peace Room will be overseen by the school counselor and social worker. (Strategy supports Level 2, Student Suspension Rate).</p>
Priority School make yearly progress	Yellow	N/A		<p>The progress of Priority School Rate was determined by multiple factors including Attachment B.</p>	<p>The school continues to implement the school wide literacy initiative by actively increasing writing time. As all teachers were trained on the Step up to Writing strategies, teachers in all grade levels and content areas weave the strategies throughout instruction, forming a common language across the building. As a part of the literacy initiative, teachers increase writing time the classroom by requiring students to write for at least five minutes per class period, this enables students to build their capacity to write.</p> <p>A DTSDE recommendation from the 14-15 school year that we are continuing to implement to support meeting yearly progress is asking H.O.T. questions in each classroom. By asking H.O.T. questions, questions are intentionally planned creating opportunities for students to think critically thinking.</p> <p>To increase our math scores, it is a requirement that bell work consists of questions that align to the rigor of the NYS Release questions. To support this initiatives, teachers in grade level analyzed the complexity of the questions and created three questions to start. Student work samples were brought back to grade level to review responses and discuss re-teaching strategies.</p>



					<p>To improve the percentage of teachers rated effective and highly effective, the school is focusing on 'Best Practices' that improve instruction related to the NYSUT rubric. Teachers have been actively reading case studies and identifying practices that will lead to increased student achievement.</p> <p>ENL teachers are assessing students daily by charting their progress for specific skills that enable them to be successful in the classroom. At the end of the week, students take an assessment that mirror parts of the NYSESLAT.</p> <p>Dr. Charles R. Drew Science Magnet strives to increase attendance rates from the 15-16 school year. The attendance rate last school year was 89.1%. Currently, the attendance rate is 92.8%, to keep our attendance above 92%, the school has an attendance plan that entails student incentives for perfect attendance each month. To keep students from reaching the serve or chronic category for attendance, the school is contacting parents and holding conferences to support family needs. An attendance teacher works one day a cycle between both sites to help support student attendance by responding to student attendance concerns.</p> <p>The above measure will help to meet our yearly progress targets.</p> <p>Next Steps: The school will implement supports to increase math scores. This includes focusing our after school program on standards that students are deficient, increasing grade level time to review student work samples with teacher practices, creating Rtl pathways for math and coaches observing math instruction. The school will look at "bubble" students' work samples to ensure the rigor is of grade level. In addition, mock tests will be created at the end of each module which will be used to monitor targets. Administration has aligned focus areas to the NYSUT rubric that also align to the Big Rocks of the school, or focus areas.</p>
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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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?



3-8 ELA Black Students Level 2 and above	Green	26%	35%	The BOY DIBELS assessment, DIBELS progress monitoring and SUTW assessments were used to monitor progress of target.	<p>To monitor the sub group 3-8 ELA Black Students Level 2 and Above, the beginning of year DIBELS assessment and Step up to Writing Assessment was administered. The percentage of black students at the benchmark level for the DIBELS assessment were: Gr K: 48%, Gr 1: 36%, Gr 2: 31%, Gr 3: 36%, Gr 4: 33%, Gr 5: 25% and Gr 6: 49%.</p> <p>The SUTW assessment was administered and results were analyzed for this sub group during grade level. A plan for each individual student was created to increase student achievement.</p> <p><u>Next Steps:</u> In addition to the strategy above, teachers will implement Culturally and Linguistic Responsive Teaching during their instruction. Teachers will model how to close read for a critical analysis. The close read strategy will improve students' ability to gain a deep understanding of the text.</p>
3-8 Math Black Students Level 2 and above	Yellow	24%	32%	Module 1- end of unit was used to determine if we made our progress for this target.	<p>To monitor the sub group 3-8 Math Black Students Level 2 and Above, the District End of Module 1 was administered to students. The results were as follows: Gr 3: 3.5, Gr 4: 26.57%, Gr 5: 5.26%, Gr 6: 37.5, Gr 7: 15.66%, and Gr 8: 2.56%. Teachers used backwards planning to prioritize math instruction. Administration has targeted math instruction for feedback to teachers.</p> <p><u>Next Steps:</u> In addition to the strategy above, the after school program will target the lowest performing standards for students to work on through project based learning using the platform Next Lesson.</p> <p>Students will take a math mock test in December to assess their performance on standards. After the test is complete, teachers will be able to conference with students to inform each student of their progress to create an action plan.</p>
3-8 Math LEP Students Level 2 and above	Yellow	17%	25%	Module 1- end of unit was used to determine if we made our progress for this target.	<p>To monitor the sub group 3-8 Math LEP Students Level 2 and above the end of module 1 District Benchmark Assessment was administered. The results were as follows: Gr 3: 8.7%, Gr 4: 26.57%, Gr 5: 0%, Gr 6: 0%, Gr 7: 16.33%, and Gr 8: 0%. There was an increase of 2.97% of students who are proficient compared to 1.8% of LEP students on the NYS Math Assessment.</p> <p>Teachers of English as a Second Language (ESL) target and track student goals and infuse math vocabulary and math related words in their instruction.</p> <p><u>Next Steps:</u> To increase student performance, the ENL teachers will create a folder for each student along with an end of week assessment. The end of week assessment will guide teachers' instruction in the NYSESLAT measures of listening, reading, writing and speaking. Increased professional development for targeted teachers will be mandated during the school year.</p>



3-8 Math SWD Level 2 and Above		7%	18%	Module 1- end of unit was used to determine if we made our progress for this target.	<p>To monitor the sub group 3-8 Math SWD Level 2 and above the end of module 1 District Benchmark Assessment was administered. The results were as follows: Gr 3: 8.7%, Gr 4: 9.10%, Gr 5: 0%, Gr 6: 33.33%, Gr 7: 0%, and Gr 8: 3.13%.</p> <p>On this assessment, 7.07% of students 3-8 Math SWD scored a Level 3 or 4 compared to 2.4% on the NYS Math Assessment. The target was made on the 15-16 NYS Math Assessment with 9% of 3-8 SWD students who scored a 2 and above.</p> <p><u>Next Steps:</u> The school will track students with disabilities that are suspended through the school year. By tracking the students, the school can provide a support plan to limit the amount of suspensions based on the infraction. Putting this plan in place will increase student seat time.</p>	
Student Suspension Rate	Green	31%	11%	The progress of Student Suspension Rate was determined by the Attachment B calculation and weekly	<p>The suspension rate during the 15-16 School year was 12.5%, a decrease of 14.5% from the previous year. This year we have been keeping the momentum going of lowering suspensions by providing assemblies to students that support socio-emotional development. Administrative feedback to teachers has been aligned to the NYSUT rubric to support effective classroom routines and procedures.</p> <p><u>Next Steps:</u> Dr. Charles R. Drew Science Magnet is in the process of creating a Student Council Cabinet that promotes a positive culture in the school and gives back to the community.</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 <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

<u>Key Strategies</u>		
Identify and analyze the implementation of all key strategies used this reporting period that are <u>not described above</u> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. Posting three Higher Order Thinking (H.O.T.) questions that align to the objective and require at least five minutes of writing to increase student engagement.	Green	During this reporting period, teachers have been posting three higher order questions in each class with at least five minutes of writing to increase student engagement and writing skills. Administrators increased the bank of questions on <i>Schoolology</i> that were created directly from EngageNY, using the 15-16 Annotated Release questions. During the opening



			<p>day of school, teachers were given a copy of the ELA and Math stem questions to incorporate during instruction.</p> <p>Data was collected during this reporting period that 76% of teachers posted H.O.T. questions that align to the objective, with 52% questions asked effectively. To increase the capacity of teacher questioning, bell work will consist of a H.O.T. question posted with all students responding. (Supports Key Strategy 3)</p>
2.	Provide weekly ongoing, high quality, job embedded professional development to staff that is aligned with the school's comprehensive instructional program. This professional development will ensure the staff is equipped to facilitate effective teaching and learning.	Green	<p>During this reporting period teachers participated in professional development based on the school's comprehensive plan. During grade level meetings, the following professional development was facilitated; SUTW strategies and analyzing students' two column notes, unpacking standards for Math Module 1, analyzing data for DIBELS assessment and creating RtI pathways, Culturally and Linguistic Responsive Teaching, Standard III of the NYSUT rubric training, and aligning "Best Practices" of teaching to the NYSUT rubric. Backwards planning was used to identify high priority standards/skills that must be taught in the math modules.</p>
3.	Dr. Charles R. Drew Science Magnet BPS 59 will have a focus on literacy in the content areas	Green	<p>All teachers at Dr. Charles R. Drew Science Magnet have attended the district Step Up To Writing (SUTW) phase one professional development. SUTW is a school wide expectation for teachers to implement within all content areas. Monthly work displays required all classrooms to post student work that reflected SUTW strategies. As students are required to write for at least five minutes per class, SUTW strategies are woven into all classes. Data collected during this period reported that 89% of teachers implement SUTW on a consistent basis within the classroom.</p>
4.	Providing students with social and emotional supports, as well as reducing ODRs.	Green	<p>Increased strategies have been implemented during this reporting period to provide students with social and emotional supports. The following implementations are directly linked to the DTSDE Tenets 5.2, 5.3, 5.4 and 5.5. A PBIS Stations assembly was held on September 18th to open the school year in September with a focus on making positive choices in all areas of the school building and when away on field-trips. PBIS stations were set up and run by staff for grades Pre-K to 8 to help teach school-wide expectations. Partnership with community organizations such as 1) Buffalo Federation of Neighborhood Centers (BFNC) by implementing a healthy choice/ health education program for all fifth, sixth, seventh and eighth graders 2) Anti-bullying/diversity initiative with the assistance of Student Support and Crisis Services team of Buffalo 3) Presentation and follow-up programming by both National Federation of Just Communities and the district crisis response team to promote tolerance and awareness 4) Enrollment in the teaching tolerance program through the Southern Poverty Law Center 5) <i>Girls Like Us</i> and <i>Boys Like Us</i> group to reinforce positive values, self-confidence and leadership skills 6) CAO mentoring program to enhance needed skills in young men of color. There was a reduction of 125 ODRs in the 15-16 school year.</p>
5.	Establish schedules and implement strategies that provide increased learning time.	Green	<p>During this reporting period, RtI pathways were created for students as a result of the DIBELS assessment. Pathways provide an opportunity for students to receive differentiation of instruction in small groups based on analysis of data. The reading teacher, literacy coach</p>



				and grade level teachers have created groups based on DIBELS composite score of intensive, strategic and benchmark. The after school program began on October 18 th , which offers an additional two hours of instruction after school. Students participate in performance and project based activities from the platform Next Lesson and an online literacy program Ticket To Read. The after school program reinforces skills learned during the school day to increase academic achievement.	
6.	The Dr. Charles R. Drew Science Magnet team will align instructional expectations with the NYSUT rubric during classroom observations and grade level meetings to improve practice.	Green		During this reporting period a District representative facilitated training on the 2014 NYSUT rubric as a way for teachers to better understand the language in the rubric. One big idea that was taken away from the training is students need to be <i>cognitively</i> engaged to be scored in the effective and highly effective range. In addition to this training, teachers at Dr. Charles R. Drew Science Magnet participate in case studies where they identify practices that are related to the NYSUT rubric. As a professional learning community, teachers together determine how the teacher involved in this case study could improve the rating in the case study by changing their practice.	
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 – 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.	
Status (R/Y/G)	Analysis/Report Out
Yellow	<p>The Community Engagement Team (CET) members have continued to meet monthly to review the plan. The team has assessed the current state of the plan along with relevant feedback regarding the plan. On August 30th and September 22nd, the team met to review NYS Assessment data. During the meeting it was determined that teachers would benefit from increased training of instructional practices. To address this, professional development was facilitated on September 22nd identifying Standard 3: Instructional Practices of the 2014 NYSUT Rubric.</p> <p>The team identified that the enrollment of ENL students has increased from the 15-16 School Year to the 16-17 School year. One strategy to address this matter is providing additional ENL professional development for the staff. The team secured the training to occur on November 10, 2016. Strategies that will be addressed during this professional development will be Integrated ENL students within the co-teaching model.</p> <p>As literacy in all content areas is a continued focus, the team created a plan to implement <i>The Principal's Reading Challenge</i>. The reading challenge is being implemented in all grades Pre-K through 8 with an emphasis on reading independently at home. The model for this challenge will be 1) students will read a book outside of school hours 2) students will complete a log and submit it to their teacher 3) students then receive a book to write their name on and post outside of the classroom door 4) the class who reads the most books at the end of month will receive an extra period of gym 5) the class that reads the most books will earn a pizza, popcorn or ice cream party. This challenge is meant to enhance students' excitement to read and build literacy outside of the school day.</p> <p>The above information discussed during the CET meetings was disseminated to all stakeholders by publishing this report with an optional meeting held on October 20, 2016 at 2:45pm in the museum library. In addition, staff was made aware of the reading challenge on the Superintendent's conference day.</p>
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.	
Status (R/Y/G)	Analysis/Report Out
Green	<p><i>We currently have additional Receivership "powers" due to Commissioner Elia's decision during the 2015-2016 school year. Each school's administrative team has taken advantage of the additional powers listed below. As we continue to change the culture and move to increase student achievement, we will increase the use of the powers listed.</i></p> <p>We specifically are able to:</p> <ol style="list-style-type: none"> 1.) Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority 2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority 3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools



	<p>4.) Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay</p> <p>5.) Discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate.</p> <p>6.) Right to extend school day and/or school year; teachers would receive proportionate increase in compensation Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)</p> <p>7.) Discretion and ability to change starting and ending times of school day from the previous school year, with notice to teachers by March 1 Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)</p> <p>8.) Discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents; district will provide training where needed</p> <p>9.) Discretion and ability to modify schedule at any time to add more common planning time</p> <p>10.) Right to require that teachers attend professional development (PD) (based on the needs of the school) the receiver deems necessary; 30 days' advance notice to teachers; PD will be offered more than once if it is after the school day/school year; teachers will receive additional compensation if PD is after school day/school year</p> <p>Each Receivership school is able to select from the above regarding their school community and what additional powers they have chosen to exercise. We have exercised receivership power 2 during this quarter.</p> <p>Dr. Charles R. Drew Science Magnet has exercised the power of the discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents. Currently, 12.4% of parents have signed up for the 'Parent Portal' on Infinite Campus giving them access to their child's most current academic progress. Teachers update their student's progress on Infinite Campus on a regular basis to effectively communicate with parents.</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 IV – Instructional Technology Plan

Instructional Technology Plan			
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.			
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	Green	Dr. Charles R. Drew Science Magnet has two mobile device carts, five student computers in each classroom, and a computer lab. In addition to these resources, one fifth grade classroom is taking part in a Learning Technology Grant called “Write Clicks” sponsored by Apple where students have a 1:1 tablet device. These devices allow classroom teachers to collect, analyze, and use data more efficiently in the classroom. In addition, the 5 th grade classroom will work with a District Instructional Technology Coach (ITC) to focus on the creation and implementation of high quality, Common Core aligned units of learning that leverage the technology to provide additional supports for English Language Learners (ELLs). Teachers will be empowered to create cross-curricular units that provide a differentiated experience to challenge their students. Units in this program will build skills such as 21st Century Skills, collaborating with each other, ELA Common Core Learning Standards, Elements of Constructivist Principles with the mobile device integration. This program focuses on students to become College and Career Ready.
2.	Use of technology in the classroom	Green	<p>The basis for infusing technology into the classroom is to build students’ 21st Century Skills. Currently, students are able to take part in computer programs such as:</p> <ul style="list-style-type: none"> • <i>Ticket To Read</i> <ul style="list-style-type: none"> ○ <i>Students take part in the computer based reading program to improve their vocabulary, comprehension, and fluency.</i> • <i>Next Lesson</i> <ul style="list-style-type: none"> ○ <i>Is an interactive platform for students to work with real world authentic situations, relevant high interest topics using rigorous critical thinking. Students can display these skills by completing performance tasks and project based learning.</i> <p>As technology becomes available from the District, our school uses the resources to create interactive and authentic learning experiences.</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 V – Budget (reflective of July 1 – October 15, 2016)

<u>Budget Analysis</u>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 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 for QR#2.
Salaries for professional staff-Code 15- \$370,647 –YTD \$59,654 16% @ QTR ENDING 09/30/16	Green	All positions in SIG & PSSG are filled. ELT will begin the week of October 17 th , 2016. Professional development has been scheduled.
Salaries for Support Staff- code-16- \$10,479-YTD \$2,088 20% @ QTR ENDING 09/30/16	Green	Vacant clerical position in the Department of School Improvement. A recruitment bulletin is advertised until filled.
Purchased services-code 40- \$213,211-YTD \$143,287 67% @ QTR ENDING 09/30/16.	Green	All contracts have been executed or in the approval process and services scheduled. Contracts related to DTSDE are administered via the Office of Shared Accountability.
Travel expenses-code46- \$1,256-YTD 0.00 0% @ QTR ENDING 09/30/16.	Green	Conference is scheduled for January 27-29, 2017.
Employee Benefits-code 80- \$134,858-YTD \$23,414 17% @ QTR ENDING 09/30/16.	Green	Expended per BPS schedule.
Indirect cost-code 90- \$19,549-N/A COMPLETED AT THE END OF THE PROJECT.	Green	A COMPLETED AT THE END OF THE PROJECT.



Part VI: *Best Practices (Optional)*

<p><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 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>		
<p>List the best practice currently being implemented in the school.</p>		<p>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.</p>
1.	<p>Step Up To Writing (SUTW) implementation across all content areas</p>	<p>Teachers at Dr. Charles R. Drew Science Magnet BPS 59, are implementing the Step Up to Writing Strategy that includes two column notes, IVF summary statements, traffic light colors, planning using an informal outline, and accordion paragraphs. Strategies are sequentially integrated. Teachers utilize all strategies with the goal of reading and writing for a purpose. SUTW strategies are woven into all writing across content areas. The language of the program is implemented school wide in order to build a connection across grade levels.</p>



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. Kriner Cash

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____