

## 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: <a href="http://www.buffaloschools.org/webpages/gmorris/">http://www.buffaloschools.org/webpages/gmorris/</a>			
				Check which plan below applies:			
Hamlin Park Claude & Ouida Clapp Academy #74	140600010074	Buffalo Public Schools		SIG/SIF X		SCEP	
				Cohort: SIG 6			
				Model: Early Learning Intervention Model			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Mr. Patrick Cook, Principal  Appointment Date: October 27, 2016	Margaret Boorady, Associate Superintendent of School Leadership Diane Andreana, Instructional Specialist Angela Cullen, Director of School Leadership Ashley Wakelee, Grant Liason		PK-8 <sup>th</sup> Grade	6%	22%	466

### 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.

During the first quarter reporting period, Hamlin Park Claude and Ouida Clapp Academy #74 continues to implement and monitor all of our Receivership requirements. During this quarter a change of leadership has taken place with the resignation of the previous principal at the school, however the instructional practices that have been put in place continue to be implemented. The new principal, Mr. Patrick Cook, was assigned to the school on October 27, 2016. Sustaining and continuing to build teacher-leader capacity has been a focus during this quarter. We continue to implement professional learning and development for all staff members based on the District Tool for School and District Effectiveness (DTSDE) recommendations received in the Spring 2016. On August 15<sup>th</sup>–18<sup>th</sup>, teachers received full day professional



development from REACH, LLC., our School Improvement Grant turn-around partner, on Data Driven Inquiry, Understanding by Design, and Leadership. Ninety-two percent of teachers were in attendance during this learning opportunity. Groups of teachers collaborated to examine data from the New York State Assessments in both English Language Arts and mathematics to understand the process of using data and to make instructional decisions. As a result, teachers are using the data driven inquiry process to analyze student achievement and determine the need for changes in the delivery of instruction and to develop interventions as needed.

Teachers worked in grade level bands to create backwards mapping plans for current grade levels using Project-Based Format (Understanding By Design). During this time, learning goals were established and performance task/learning activities were created that align with Common Core Learning Standards. Professional development centered on leadership was provided to continue building capacity.. During this time, staff studied John C. Maxwell's book *The 5 Levels of Leadership* and created plans to lead the initiatives in the school from whatever position they currently have.

Hamlin Park Academy (HPA) #74 continues a school wide focus on early learning intervention, data driven instruction and active reading with writing across all content areas. During this reporting period, several opportunities for professional growth and development in these areas were addressed through job embedded professional development, grade level meetings, faculty meetings, and professional learning community meetings. REACH,LLC. consultants provided professional development at the faculty meeting on October 12<sup>th</sup> and five additional days during the month of October on the following dates; 5<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup>. Teachers are required to attend two hours of professional development monthly; opportunities are grade level specific and occur prior to the start of the school day. On September 22<sup>nd</sup>, Pre-K - 1 classroom teachers and special area teachers met. Additionally, 2nd and 3rd grade teachers met on the 23<sup>rd</sup>, grades 4-6 on the 26<sup>th</sup> and 7-8 on the 27<sup>th</sup>. Furthermore, all teachers have been trained in either phase one or phase two of Step Up To Writing during this quarter. An implementation schedule has been established to monitor and provide feedback regarding the work aligned to the District's writing initiative and our own Big Rock, active reading and writing. New York State assessment data for 2016 indicates a proficiency rate increase from 3% to 7% in ELA and 2% to 4% in math.

To further galvanize the sense of urgency regarding literacy, the building based reading specialists continue to provide embedded professional development to all staff on literacy intervention strategies.

The Early Intervention Program Coordinator monitors and supports the School Improvement Grant by monitoring data teacher implementation of strategies, and fidelity to early learning interventions. Under the leadership of the Early Intervention Program Coordinator, the Early Intervention Team of Educators (ELITE team) met on October 6<sup>th</sup> and October 27<sup>th</sup> and will continue to meet bi-weekly



to create, implement, and monitor an instructional plan as it relates to scientifically research based literacy practices and the early intervention model.

The Community Engagement Team met monthly to review the school improvement grant implementation and to monitor and adjust the plan as needed. The Community Engagement Team met on September 14, 2016 and October 19, 2016 to focus on the identified key strategies to improve student achievement and to track the progress for the seven level 1 indicators and the five level 2 indicators selected. The level 1 indicators are specific to measuring all students' proficiency levels on the New York State Mathematics, ELA, and Science Assessments. Level 2 indicators streamline focus to specific subgroups meeting proficiency levels. Additional identified indicators include the implementation of 200 hours of extended learning time which includes 50% of student population, reductions in suspensions and professional development and support.

Hamlin Park Academy has been designated by the District as a Community School. The Community School model builds bridges between families and communities leading to improved student learning, increased parent engagement, and healthier students by connecting community-based and faith-based organizations, colleges, city and county services, and businesses with the school. At this time, we are partnering with Teens In Progress (TIP) to provide extended learning opportunities in the areas of academics, positive youth development, health and wellness, and enrichment.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving 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**

<b>LEVEL 1 Indicators</b>					
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?
Priority School makes yearly progress	Yellow	N/A	Make Progress	<p>NYS ELA and Math Assessments</p> <p>Grade Level Meetings/DDI Process; regular examination of student work</p> <p>Attendance Data</p> <p>Office discipline referrals (ODR) reported in Infinite Campus</p> <p>District Suspension Report</p> <p>Data Dashboard</p> <p>DIBELS Assessments</p> <p>District Benchmark Assessments (DBA)</p>	<p>New York State ELA assessment data for 2016 indicates a proficiency rate increase of 4%. In 2015, 3% of students were proficient and in 2016 7% of students were proficient. New York State Mathematics assessment data for 2016 indicates a 2% increase of students scoring at the proficiency level. In 2015, 2% of students were proficient and in 2016, 4% of students scored at the proficiency level. The academic data used to develop differentiated groups and make adjustments to instruction included DIBELS, DBAs and NYS ELA and Math Assessments.</p> <p>In order to provide targeted skill instruction, both individually and in small group, in partnership with REACH, LLC., teachers use a common template and structured protocols that are succinct and contain an item analysis, standard-level analysis, and</p>



					<p>bottom line results. Through the analysis of assessment results, teachers have identified strengths, weaknesses, and gaps by standard and skill. This analysis required that teachers identify what students did not learn, as well as possible misconceptions as to why they did not retain the information. Teachers create plans for addressing standards and skills not mastered. These plans delineate standards and skills that must be retaught to the whole class, what will be addressed through small group instruction, and which individual students require placement in intervention programs.</p> <p><b>Next Steps:</b> A new collaborative action plan between the new administrative team and REACH, LLC has established a research based instructional plan rooted in classroom culture, engagement, and individualized data driven teacher and student targets.</p>
School Safety	Yellow	15	13	Office discipline referrals reported in Infinite Campus, District Suspension Report and Data Dashboard.	During this reporting period a change in leadership has occurred as well as a 50% change in the junior high teaching staff. As a result, there was an increase in office



					<p>discipline referrals in the 7<sup>th</sup> and 8<sup>th</sup> grade classrooms. Insubordination and disrespect have been identified as the most common offenses at the middle school level.</p> <p><b>Next Steps:</b> An action plan is being created with the administrative and leadership team to address the increase of ODR's at the middle school level. This system ensures students are ready to learn by providing emotionally safe classroom environments, engaging student work, and a stronger school to home instructional link. The school is working in conjunction with WNY United, Mid-Erie Mental Counseling, Say Yes and Ripple Effects programs to increase social and emotional supports to Tier 3 students.</p>
3-8 ELA All Students Level 2 & above	Yellow	30%	33%	<p>Results from NYS ELA Assessments</p> <p>DIBELS Assessments</p> <p>District Benchmark Assessments (DBA)</p>	<p>The results of the NYS ELA assessment indicates 38% of our students scoring a level 2 and above; this information was used to provide targeted, small group skill instruction. HPA #74 has met our 2015-2016 target however, our 2016-2017 goal is 42% of students scoring at level 2 and above. Beginning of the year (BOY) and an initial Step Up To Writing (SUTW) assessments were</p>



					<p>administered during this reporting period. Results were as follows:                  Level 4 – 22 students                  Level 3 – 33 students                  Level 2 – 119 students                  Level 1 – 53 students</p> <p>BOY DIBELS assessment results were as follows:                  Grade 3:                  Benchmark – 52%                  Strategic – 20%                  Intensive – 28%</p> <p>Grade 4:                  Benchmark – 29%                  Strategic – 17%                  Intensive – 54%</p> <p>Grade 5:                  Benchmark – 21%                  Strategic – 31%                  Intensive – 48%</p> <p>Grade 6:                  Benchmark – 48%                  Strategic – 30%                  Intensive – 22%</p> <p>.</p> <p><b>Next Steps:</b> Our plan to address this indicator is the implementation of a balanced literacy curriculum at every grade level with a central focus on PK-2<sup>nd</sup> grades. Teacher assistants in every PK-2<sup>nd</sup> grade classroom are trained to</p>
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					address literacy development at an early age. In addition, implementation of a school wide writing initiative SUTW along with Active Reading and Writing (ARW) will be used, monitored, and assessed with school-wide rubrics aligned to the ELA CCLS.
3-8 Math All Students Level 2 & above	Yellow	27%	30%	Results from NYS Mathematics Assessments  Math Module Assessments	<p>The outcome from the NYS Math assessment was 21% for the 2015-2016 school year. However our goal is 41% of students scoring a level 2 and above.</p> <p>Some grade levels have administered module assessments during this reporting period. Results are as follows:</p> <p>Grade 3: five students exceeded proficiency by scoring a level 4, three students scored at the proficient level by scoring a level 3, two students scored partially proficient by scoring a level 2, and 17 students scored well below proficiency at level 1.</p> <p>Grade 4: six students exceeded proficiency by scoring a level 4, four students scored at the proficient level by scoring a level 3, one student scored partially proficient by scoring a level 2, and 13 students scored</p>



					<p>well below proficiency at level 1.</p> <p>Grade 5: no students scored a level 4, no students scored at level 3, two students scored partially proficient by scoring a level 2, and 41 students scored well below proficiency at level 1.</p> <p>Grade 7: one student exceeded proficiency by scoring a level 4, one student scored at the proficient level by scoring a level 3, three students scored partially proficient by scoring a level 2, and 52 students scored well below proficiency at level 1.</p> <p>Grade 8: four students exceeded proficiency by scoring a level 4, one student scored at the proficient level by scoring a level 3, two students scored partially proficient by scoring a level 2, and 46 students scored well below proficiency at level 1.</p> <p><b>Next Steps:</b> Grade level meetings will focus on Math Modules to determine grade level benchmarks. Creation of grade leveled student formative and summative assessments will be</p>
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					implemented to target instruction.
3-8 ELA All Students MGP	Yellow	44.84	45.84	Results from NYS ELA Assessments  DIBELS Assessments  District Benchmark Assessments (DBA)	<p>HPA #74 has met our 2015-2016 target however, our 2016 2017 goal is 50.72%.  <i>See assessment data included in 3-8 ELA All Students Level 2 and above.</i></p> <p><b>Next Steps:</b> Our plan to address this indicator is the implementation of a balanced literacy curriculum at every grade level with a central focus on PK-2nd grades. Teacher assistants, currently in every PK classroom, will also be placed in every grade 1 and 2 PK-classroom in order to address literacy development at an early age. In addition, implementation of a school wide writing initiative Step up To Writing along with Active Reading and Writing will be used, monitored, and assessed with school-wide rubrics aligned to the ELA CCLS.</p>
3-8 Math All Students MGP	Yellow	44.03	45.03	Results from NYS Math Assessments  Math Module Assessments	<p>HPA #74 has met, or exceeded our 2015-2016 target (45.03%) however, our 2016 2017 goal is 51.17%  <i>See assessment data included in 3-8 Math All Students Level 2 and above.</i></p> <p><b>Next Steps:</b> Grade level meetings will utilize the Math</p>



					Modules to develop grade level benchmarks. Creation of grade level student formative and summative assessments will be implemented to target instruction.
Grade 4 and 8 Science ALL Students Level 3 and above	Yellow	31%	34%	Results from NYS Science Assessment for grade 4 & 8  Teacher created formative assessments	<p>The 4<sup>th</sup> grade NYS Science assessment results indicate 42% of students scored level 3 and above. The 8<sup>th</sup> grade NYS Science assessment results indicate 9% of students scored level 3 and above. HPA #74 has not met our 2015-2016 target however, our 2016 2017 goal is 47%.</p> <p><b>Next Steps:</b> The ELITE math team will focus on the continuation of the STEM integration school-wide. These identified members will attend the WNY STEM monthly meetings and bring back information and new opportunities for the school to participate in and expand knowledge in the sciences. The Science teachers will give a pre-assessment that aligns the NYS Grade 4 &amp; 8 Science Assessment during the first marking quarter and teachers will use this information to plan what standards from grade 3 through 8 students have not mastered. The teachers and the instructional coach will</p>



					create a plan to incorporate these past standards in to lessons while still teaching the grade 4 & 8 science curriculum.
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<b>LEVEL 2 Indicators</b>					
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?
Student Suspension Rate (Out of School)	Green	32%	10%	Data recorded in Infinite Campus was used to measure progress for this indicator	<p>During this reporting period, two students have received a long term and four have received a short term suspension.</p> <p><b>Next Steps:</b> HPA #74 has aligned the building level plan closely with the District level Student Success Plan that incorporates both strengthened student support systems in addition to a reinforced student academic plan. The student supports implemented include Tier 1 universal supports such as PBIS, parent-teacher-administration led mediations, and a middle school to elementary school academic peer mentorship program. During this reporting period 99% of students were unsuspended.</p>
3-8 ELA Black Students Level 2 and above	Yellow	29%	37%	Results from NYS ELA Assessments  DIBELS Assessments  District Benchmark Assessments (DBA)	The student population consists of 257 students in grades 3-8. Out of this population there are 253 black students. Due to the implementation and monitoring of school wide initiatives such as active reading & writing in combination with Step Up to Writing, Data Driven Inquiry, and Early Intervention. We anticipate an increase in



					<p>proficiency levels on the upcoming 2017 NYS ELA Assessment.</p> <p><i>See assessment data and next steps included within indicator 3-8 ELA All Students Level 2 and above.</i></p>
3-8 Math Black Students Level 2 and above	Yellow	27%	34%	<p>Results from NYS Math Assessment</p> <p>Math Module Assessments</p>	<p>The student population consists of 257 students in grades 3-8. Out of this population there are 253 black students.</p> <p><b>Next Steps:</b> The ELITE Math taskforce team will be developed with the Early Intervention Coordinator to monitor and support implementation of math development and data review. This team of educators will implement early math intervention models at every grade level. Coherent backwards mapped math curriculum will be designed with a central focus on early intervention.</p> <p><i>See assessment data and next steps included within indicator 3-8 Math All Students Level 2 and above.</i></p>
3-8 ELA Black Students MGP	Yellow	45.04	46.04	<p>Results from NYS ELA Assessment</p> <p>DIBELS Assessments</p> <p>District Benchmark Assessments (DBA)</p>	<p>The MGP of grades 3-8 Black students on NYS ELA assessment was 52.64. HPA #74 has met our 2015-2016 target of 46.04.</p> <p><b>Next Steps:</b> Teachers will continue to participate in the driven by data inquiry process during grade level and common planning time. Staff professional development will be held with a focus on instructional strategies for student engagement and differentiated instruction.</p>



					See assessment data and next steps included within indicator 3-8 ELA All Students Level 2 and above.
Providing 200 Hours of quality Extended Learning Time (ELT)	Green	N/A	Provide 200 Hours ELT	Extended Learning Time started on October 18, 2016 for targeted students in grades K-8	We are on track to meet this target. The extended day learning time has increased from four days per week to five days per week and includes an enrollment of 200 + students. The Early Intervention Program Coordinator has provided continuity between the school day initiatives and the community partner Teens in Progress. The coordinator provides two way communication between the classroom teachers and the community partner to align instruction and enrichment to individual and classroom based targets.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>			
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , 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.	Maximize resources and build professional capacity	Yellow	Several leadership teams are in place for the 2016-2017 school year to support capacity building and sustainability. The ELITE team monitors the key strategies for successful implementation of a balanced literacy approach. In addition, the ELITE math team establishes and monitors strategies to effectively integrate writing into mathematics. These teams meet bi-weekly to analyze programmatic data and monitor student learning. The School Based Management Team meets monthly to support the



			<p>process of planning, developing, and overseeing the professional development calendar. This team shares responsibility for making decisions as they relate to culture, curriculum, data development, and parental involvement. The Student Support Team (SST) provides professional development to the faculty that addresses the needs of our special education population. The CSE chair in conjunction with the SST instructed the staff on protocol for necessary paperwork for student support services. Additionally, the SST has implemented Tier 1 practices that reinforce desired social behavior and attendance. The School Based Leadership Team meets to assist the principal with making decisions related to culture, curriculum, DDI, parent involvement, and make recommendations for implementation of the School Improvement Grant. The school also works to build capacity through a variety of services provided in collaboration with REACH, LLC. The Community Engagement Team (CET) meets monthly to develop recommendations for improvement of the school and solicit input through public engagement.</p>
2.	Implement Data driven instruction process with fidelity	Yellow	<p>Teachers use a common template and structured protocols that are succinct and contain an item analysis, standard-level analysis, and bottom line results provided from REACH, LLC. Through the analysis of assessment results, teachers have identified strengths, weaknesses, and gaps by standard and skill. This analysis required that teachers identify what students did not learn, as well as possible misconceptions as to why they did not retain the information. Teachers create plans for addressing standards and skills not mastered. These plans delineate standards and skills that must be retaught to the whole class, what will be addressed through small group instruction, and which individual students require placement in intervention programs.</p>
3.	Parent Engagement	Yellow	<p>A parent facilitator was hired during this quarter to increase parent involvement. The parent facilitator will work collaboratively with the early intervention program coordinator to systemically work with parents to leverage the resources that the school offers such as the community schools initiative. This will improve communication, provide outreach to families and align to school wide instructional goals. In addition, HPA #74 held an open house on September 28<sup>th</sup> in which 25% of families attended. This was an increase of 10% from the previous year. The School</p>



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

### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET 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
<b>Green</b>	The Community Engagement Team met on September 14 <sup>th</sup> and October 19 <sup>th</sup> to discuss various areas of the Receivership plan, both implementation and monitoring. The first meeting was focused on achievement data from the ELA and math 2016 NYS assessments. The early learning intervention model was discussed and feedback from stakeholders was gathered. The early intervention plan includes a balanced literacy approach in pre-kindergarten through second grades that is inclusive of scientifically based reading practices. The Literacy Continuum from Fountas & Pinnel was presented and discussed in order to develop common expectations for students' achievement in each grade. The October meeting involved a presentation on the Community Schools Model and a plan of action to tailor the program to meet the specific needs of our school community. A survey was given to students, parents, and community members to gather information. The team will continue to meet, discuss, and plan various activities that relate to increasing student achievement and comprehensive services for students and families.
<b>Powers of the Receiver</b>	
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
<b>Green</b>	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.  We specifically are able to:



	<p>1.) Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority</p> <p>2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority</p> <p>3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools</p> <p><b>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</b></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</p> <p>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</p> <p>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><b>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</b></p> <p>9.) Discretion and ability to modify schedule at any time to add more common planning time</p> <p><b>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</b></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. HPA School #74 has exercised the powers that are in <b>bold</b> above during this reporting period.</p>		
<b>Green</b>	<b>Yellow</b>	<b>Red</b>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



## Part IV – Instructional Technology Plan

<b>Instructional Technology Plan</b>				
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	Yellow	Buffalo Public Schools will expand the use of mobile technologies to provide all students in grade PK-12 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. There is a technology plan in place for PK-2 students at HPA #74 to use iPads as part of a daily center-based instruction. Additionally, all students in grades 3-8 will use a tablet or laptop as an essential part of daily instruction.	
2.	Use of technology in the classroom	Yellow	All PK-2 students at HPA #74 will use iPads as part of a daily center-based instruction. All students in grades 3-8 will use a tablet or laptop as an essential part of daily instruction. All classrooms are equipped with Smart Boards and desktop computers. There are additional computers in the classrooms for student use during differentiation.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part V – Budget**

Budget Analysis

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- <b>\$265,496-YTD \$43,963 17% @QTR ENDING 09/30/16.</b>	Green	All positions are filled
Salaries for Support Staff- code-16- <b>\$2,831-YTD 0.00 0% @ QTR ENDING 09/30/16.</b>	Green	There is a clerical vacancy in the Department of School Improvement. A recruitment bulletin is advertised until filled.
Purchased services-code 40- <b>\$110,811-YTD \$87,250 79% @ QTR ENDING 09/30/16.</b>	Green	The REACH, LLC contract has been executed and services have begun. The Young Audiences of WNY contract will be executed by the reporting date. Contracts related to the DTSDE review are administered through the Office of Shared Accountability.
Supplies and materials-code 45 <b>\$360-YTD 0.00 0% @ QTR ENDING 09/30/16.</b>	Green	Office supplies for the Department of School Improvement will be ordered by the reporting date.
Employee Benefits-code 80- <b>\$107,754-YTD \$13,316-12% @ QTR ENDING 09/30/16.</b>	Green	Employee Benefits are expended per BPS schedule.
Indirect cost-code 90- <b>\$12,748 n/a Completed at the end of the project.</b>	Green	Completed at the end of the project.



**Part VI: Best Practices (Optional)**

<b><u>Best Practices</u></b>	
<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.	<p>Data Driven Inquiry</p> <p>Data driven inquiry has been implemented during this reporting period t during grade leveland faculty meetings. All educators at HPA have received professional development and on-going support in the DDI process from our partner, REACH, LLC., and the Early Intervention Program Coordinator. Teachers are using an ongoing analysis of student achievement data to determine the need for changes in instruction and identification of necessary interventions for students.</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): \_\_\_\_\_



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: \_\_\_\_\_