

## Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

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/">www.buffaloschools.org/webpages/gmorris/</a>			
Hamlin Park Claude and Ouida Clapp Academy #74	140600010074	Buffalo City School District	N/A	Check which plan below applies:			
				SIG		SCEP	
				Cohort (5, 6, or 7): SIG 6			
Model: Early Literacy Intervention							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Patrick Cook	Darlene Jesonowski, Associate Superintendent of School Leadership Diane Andreana, Instructional Specialist Marianne Dixon, Director of School Leadership		Pre-K to 8	7%	9%	465
	Appointment Date: 10/2016						



## Executive Summary

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

The 2018 NYS Assessment results demonstrated a 15% increase in ELA Level 2 & Above and a 10% increase in Math Level 2 & Above as compared with the results of the 2017 NYS assessments. This demonstrates that the success of our Early Intervention Model continued with our current fifth grade students. Students in this cohort improved from 78% to 92% in Level 2 and Above on the 2018 NYS ELA Assessment as compared to 2017. Based on this data, we continue to allocate resources to the primary grade levels to minimize academic gaps and build strong foundational skills. Common planning time and grade level meeting time continues to be used to analyze data and provide embedded professional development. Departmentalization in grades 4-8 continues to allow teachers to provide instruction in their areas of expertise.

The 30 to 40-minute daily Response to Intervention/Academic Intervention Services (RTI/AIS) block for math and ELA continue to provide support for grades kindergarten through eight. This walk-to model provides instruction based on specific, targeted skills that are identified through the 2018 NYS Assessment gap analysis, along with district benchmark assessments, STAR Math and DIBELS Next results. During the week of January 14, 2019 teachers, in collaboration with the instructional team, are completing our third DDI cycle for ELA. Students are grouped according to current skill deficiencies and proficiencies. This block offers intensive support for our neediest students, while providing enrichment for those students who demonstrate above grade level proficiencies. All classroom teachers support this block. Reading support teachers continue to provide small group, Tier 3 intervention during the ELA RTI/AIS block to provide a deeper level of differentiated instruction. Teacher assistants and aides were reassigned to provide additional support for identified students.

The BIGS (Big Brothers, Big Sisters of America) in Blue program continues to provide one-to-one mentoring connecting youth with police officers. Also, Senator Timothy Kennedy, in conjunction with Governor Cuomo, brought NYS mentors to our school to work with students on the verge of success. Six mentors attend weekly sessions and are building relationships and offering encouragement and support to six students. Mr. Ryan Hart, our representative from Western New York United, continues to work with our student leadership team. Last year's members are now mentoring new leaders to form a student government for the school. In seventh grade, the Global Scholars program continues to utilize digital technology to foster positive and meaningful learning experiences with students from diverse cultures around the world. The instructional technology coach and social studies teacher support this program and guide students with creating digital projects. This program has also been extended through health and technology education classes to provide a rich, diverse experience for learners. The instructional technology coach in conjunction with an Apple consultant continue to provide professional development on utilizing our 1:1 devices to improve questioning and student engagement in the classroom. The Apple consultant continued side by side coaching and held debriefings with teachers immediately following the sessions. Our community partner, Matt Urban Human Services Center of WNY, facilitates the Extended Learning Program (ELT). This program extends and remediates instruction that is directly aligned to state and district standards. Matt Urban has engaged the services of community partners to bring a variety of experiences to enrich the lives of our students. In response to Tenet 6, administration is continuing to collect monthly family communication logs to identify those families not presently engaged in our school community. Members of the leadership team are reaching out personally to these families to discuss any barriers that may prevent them from engaging in the school community. An open house was held on Saturday, November 17, 2018 as an attempt to reach parents who are unavailable to attend in the evening. This open house was held during our regular Saturday Academy providing an opportunity for parents to visit the school and meet their child's teacher. Over 60 families connected with teachers on this day. Additionally, 40 families participated in our story hour



and breakfast held in December. Flyers, automated phone calls and individual calls from teachers helped inform parents of the event. Our administrators, Say Yes team, and school social worker have made several home visits to connect with families not able to make it into the school. Problem solving meetings with SST and community partners continue to be held regularly. Attempts to connect with families are made through various modes including home visits, connection to DOJ and/or email, and face-to-face meetings. Our Character Counts! Framework continues to drive our character education. Both instructional and recognition assemblies are held to promote and recognize the character pillars.

**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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
School Safety	16	12	G	Yes	Hamlin Park priorities include engaging parents, students and faculty in the development of consistent expectations for a safe school environment. School-wide use of restorative practices continues to be implemented to improve student attendance and increase engagement. Communication between families and school is critical for the success of this plan. Currently, there are 286 students, 213 parents and 39	Short Term Suspensions: 2017-2018 School Year: 30 2018-2019 Year to Date: 3  Long Term Suspensions: 2015-2016 School Year: 9 2017-2018 School Year: 5 2018-2019 School Year to Date: 0  Thus far, there has been a 90% decrease comparing year to year short-term suspensions,	Hamlin Park will maintain a safe school environment with less than 5 serious incidents aligned with our Demonstrable Indicator Goal.



				<p>teachers connected to DOJO. 1473 messages have been sent by teachers. 82 parent responses have been logged as well. 37031 feedback points have been awarded with 90% of that feedback being positive. Administration continues to utilize school-wide automated calls for important updates as well as student performance. The school social worker and Say Yes Coordinator reach out to families with limited communication. The school leadership team and SST continue efforts to track social-emotional progress and needs, utilizing the request for assistance procedures for all academic, behavioral, emotional, and environmental needs. Based on these requests and follow-up problem-solving meetings, tiered interventions including check in and check out and wrap around services have been adjusted. During this quarter the school leadership team, SST, and Character Counts! provided professional development opportunities for all staff</p>	<p>and 100% decrease in long-term suspensions.</p>	
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					<p>members to continue training on the Character Counts! framework while implementing restorative practices school-wide. Additionally, two full day trainings were held for staff on Therapeutic Crisis Intervention. Hamlin Park will continue to partner with BIGS in Blue, My Brother's Keeper and Governor Cuomo's NYS Mentoring Program.</p>		
3-8 ELA All Students Level 2 and Above	30%	39%	G	Yes	<p>Additional adaptations were made to the ELA block to allow for more efficient use of personnel. RTI is explicit with a focus on re-teaching and pre-teaching concepts. Response to Intervention groups are formed according to results of formative and summative assessments and remain flexible in nature. Grade level meeting schedules have been altered to allow for modification of the curriculum, common planning, and to increase enrichment.</p> <p>During the week of January 28, 2019, teachers will regroup students based on the results of</p>	<p>RTI continues to be a top priority with teachers and teacher assistants developing plans collaboratively to support all students. The data below details the results of the RTI block for grades kindergarten through second. To date, there have been three cycles of RTI with regrouping every 6-8 weeks based on current student data. Students in grades K-2 are grouped based on results from the DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills).</p> <p><b>Kindergarten</b></p>	<p>In ELA, students in grades 3-8 will maintain the current level, 53%, of students Level 2 and Above. This goal is based on maintaining the Demonstrable Indicator Goal of 51%. This goal reflects monitoring all students who scored Level 2 and above on the 2018 NYS ELA assessment, as well as a targeted emphasis on those students who scored just outside the Level 2 range.</p>



				<p>the second ELA District Benchmark Assessment (DBA). Students will be grouped according to current strengths and areas in need of improvement. The ELA DBA mimics the NYS ELA assessment and students' results are compared accordingly.</p>	<p>(First Sound Fluency)</p> <p>September 2018 Intensive-33% Strategic-16% Benchmark and Above-51%</p> <p>January 2019 Intensive-29% Strategic-15% Benchmark and Above-56%</p> <p><b>First Grade</b></p> <p>(Nonsense Word Fluency- Correct Letter Sounds)</p> <p>September 2018 Intensive-13% Strategic-26% Benchmark and Above-61%</p> <p>January 2019 Intensive-27% Strategic-16% Benchmark and Above-57%</p> <p><b>Second Grade</b></p> <p>(Oral Reading Fluency- Accuracy)</p> <p>September 2018 Intensive-40%</p>	
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					<p>Strategic-15% Benchmark and Above-45%</p> <p>January 2019 Intensive-49% Strategic-10% Benchmark and Above-41%</p> <p>Students in grades 3-8 are grouped based on results from the ELA DBA, while reflecting upon students' 2018 NYS ELA assessment results. The results of the ELA DBA 1 are as follows:</p> <table border="1"><thead><tr><th>ELA</th><th>DBA 1</th></tr></thead><tbody><tr><td>3<sup>rd</sup> Grade</td><td>12%</td></tr><tr><td>4<sup>th</sup> Grade</td><td>11%</td></tr><tr><td>5<sup>th</sup> Grade</td><td>34%</td></tr><tr><td>6<sup>th</sup> Grade</td><td>21%</td></tr><tr><td>7<sup>th</sup> Grade</td><td>6%</td></tr><tr><td>8<sup>th</sup> Grade</td><td>24%</td></tr></tbody></table> <p>Students are currently completing their second ELA DBA. Teachers in grades 3-8 will be meeting the week of January</p>	ELA	DBA 1	3 <sup>rd</sup> Grade	12%	4 <sup>th</sup> Grade	11%	5 <sup>th</sup> Grade	34%	6 <sup>th</sup> Grade	21%	7 <sup>th</sup> Grade	6%	8 <sup>th</sup> Grade	24%	
ELA	DBA 1																			
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7 <sup>th</sup> Grade	6%																			
8 <sup>th</sup> Grade	24%																			



						28 <sup>th</sup> to review these results and regroup students accordingly.															
3-8 Math All Students Level 2 and Above	27%	36%	G	Yes	<p>The acquisition of a math coach has enabled grade level meetings to focus on incorporating the backwards design model of instructional planning to strengthen conceptual and skill development at all grade levels. The coach and teachers are also using grade level meeting time to use the data driven dialogue process to inform instruction. During this process, teachers predict, visualize, observe, infer, and create and implement action plans for RTI grouping based on student data from the STAR Math Assessment (grades 3-4) and the District Benchmark Assessments (grades 3-8), as well as the 2018 NYS Assessment results.</p> <p>Our seventh and eighth grade math teacher continues to utilize data to identify a Middle School Math League which is implemented during AIS periods to enhance and extend learning</p>	<p>RTI is a priority with teachers developing plans for pre-teaching, re-teaching, and enrichment.</p> <p>Students in grades 3-8 are grouped based on the results of the STAR Math Assessment (grades 3-4), the District Benchmark Assessments (grades 3-8), as well as the 2018 NYS Assessment results. The results of the Math DBA 1 are as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Math</th> <th>DBA 1</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> Grade</td> <td>73%</td> </tr> <tr> <td>4<sup>th</sup> Grade</td> <td>59%</td> </tr> <tr> <td>5<sup>th</sup> Grade</td> <td>38%</td> </tr> <tr> <td>6<sup>th</sup> Grade</td> <td>38%</td> </tr> <tr> <td>7<sup>th</sup> Grade</td> <td>20%</td> </tr> <tr> <td>8<sup>th</sup> Grade</td> <td>37%</td> </tr> </tbody> </table>	Math	DBA 1	3 <sup>rd</sup> Grade	73%	4 <sup>th</sup> Grade	59%	5 <sup>th</sup> Grade	38%	6 <sup>th</sup> Grade	38%	7 <sup>th</sup> Grade	20%	8 <sup>th</sup> Grade	37%	<p>In Math, students in grades 3-8 will maintain/increase the number of students Level 2 and Above. This goal is based on reaching the Demonstrable Indicator Progress Target of 36%. This goal reflects monitoring all students who scored Level 2 and above on the 2018 NYS Math assessment, as well as a targeted emphasis on those students who scored just outside the Level 2 range.</p> <p>School and teacher leaders will continue to provide training, modeling, and timely feedback to teachers necessary to change their instructional practices. The math coach will provide direct</p>
Math	DBA 1																				
3 <sup>rd</sup> Grade	73%																				
4 <sup>th</sup> Grade	59%																				
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7 <sup>th</sup> Grade	20%																				
8 <sup>th</sup> Grade	37%																				



					<p>of higher-level students. The Middle School Math League competes in monthly math competitions with other schools within the district.</p> <p>Students in grades 3-8 are grouped based on the results of the 2018 NYS Math Assessment, the District Benchmark Assessments (grades 3-8), the STAR Math Assessment (grades 3-4), as well as formative assessment data.</p>		<p>planning support for teachers to understand and improve practice using the 2014 NYSUT rubric as a reference. Additionally, support will be provided on how to align daily lessons to state and/or district mathematical content and practice standards, as well as differentiating instruction based on individual student needs.</p>						
Grades 4 and 8 Science All Students Level 3 and Above	81%	40%	Y	Yes	<p>The newly certified science teacher continues to receive professional development on best practices. Hamlin Park and the Buffalo Public School District continue to provide professional development in the implementation of the district science curriculum and alignment with state standards. Through classroom observations and grade level planning, administration ensures that</p>	<p>Students in grades 7-8 are grouped based on results from the Science DBA, while reflecting upon students' 2018 NYS Science assessment results.</p> <table border="1" data-bbox="1704 1149 2018 1289"> <tr> <td>Science</td> <td>DBA 1</td> </tr> <tr> <td>7rd Grade</td> <td>38%</td> </tr> <tr> <td>8th Grade</td> <td>27%</td> </tr> </table>	Science	DBA 1	7rd Grade	38%	8th Grade	27%	<p>In Science, students in grades 3-8, will demonstrate a 40% proficiency rate aligned with our Demonstrable Indicator Progress Target. This goal reflects maintaining increasing the level of proficiency in grade 4, and a strong emphasis regarding the proficiency of our 8th grade students.</p>
Science	DBA 1												
7rd Grade	38%												
8th Grade	27%												



				<p>district science vocabulary and content are being taught with fidelity in our primary grades. Six teachers and an administrator are participating in the Math and Science Partnership (MSP) Grant Program in partnership with SUNY College at Buffalo. Teachers are empowered with methodology and tools to enhance instructional planning, delivery and outcomes. The tools and methodology are aligned to the NYS Common Core science curriculum. This professional development opportunity includes pull out sessions as well as full day Saturday sessions. Furthermore, our eighth-grade science teacher continues to utilize data to identify a science leadership team and continues to use this data to enhance and extend the learning of higher-level students. The additional 40 minutes of RTI has enabled staff to allow for differentiation and provide varying levels of support to both our struggling and advanced students.</p>		
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3-8 ELA All Students MGP	44.84	46.84	G	Yes	Review of the 2018 NYS ELA Gap Analysis, highlighted the need for targeted, differentiated instruction. While we acknowledge a 23% percent increase in 3-8 ELA All Students Level 2 and Above since the Demonstrable Improvement Indicator baseline, we recognize the urgency in each student’s progress and skill development. In an effort to reach all students through a systematic, targeted approach the RTI/AIS block was implemented allowing for small group, differentiated instruction based on common deficiencies and strengths. This system detailed above will serve not only to improve scores and proficiencies school-wide, but on an individual level.	See evidence detailed in indicator: 3-8 ELA All students Level 2 & above.	The plan for ELA All Students MGP is described in Level 1 indicator: 3-8 ELA Level 2 and above. Teachers will continue to participate in data driven inquiry process during grade level to form and evaluate RTI instructional groups. Professional development will continue to focus on student engagement and differentiated instruction.
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3-8 Math All Students MGP	44.03	46.03	G	Yes	<p>Review of the 2018 NYS Math Gap Analysis, highlighted the need for targeted, differentiated instruction. While we acknowledge an 11% percent increase in 3-8 Math All Students Level 2 and Above since the Demonstrable Improvement Indicator baseline, we recognize the urgency in each student’s progress and skill development. In an effort to reach all students through a systematic, targeted approach the RTI/AIS block was implemented allowing for small group, differentiated instruction based on common deficiencies and strengths. This system detailed above will serve not only to improve scores and proficiencies school-wide, but on an individual level.</p>	See evidence detailed in indicator: 3-8 Math All Students Level 2 & above.	<p>The plan for Math All Students MGP is described in Level 1 indicator: 3-8 ELA Level 2 and above. Teachers will continue to participate in data driven inquiry process during grade level to form and evaluate RTI instructional groups. Professional development will continue to focus on student engagement and differentiated instruction.</p>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Student Suspension Rate (Out of School)	32%	26%	G	Yes	The school leadership team and SST continue efforts to track social-emotional progress and needs, utilizing the request for assistance procedures for all academic, behavioral, emotional, and environmental needs. Based on these requests and follow-up problem-solving meetings, tiered interventions including check in and check out and wrap around services continue for identified students. We continue to implement restorative tiered levels of practice school-wide. training. The implementation of Character Counts! and restorative	<p>Short Term Suspensions:            2017-2018 School Year: 30            2018-2019 Year to Date: 3</p> <p>Long Term Suspensions:            2015-2016 School Year: 9            2017-2018 School Year: 5            2018-2019 School Year to Date: 0</p> <p>Thus far, there has been a 90% decrease comparing year to year short-term suspensions, and 100% decrease in long-term suspensions.</p>	Hamlin Park will maintain a safe school environment with less than 5 serious incidents aligned with our Demonstrable Indicator Goal.



					practices continue to be monitored by administration. Targeted support is provided by SST and the Character Counts! team. Hamlin Park continues the partnership with BIGS in Blue along with the addition of My Brother’s Keeper and the NYS Mentoring Program. These mentorship programs meet weekly and offer continued support to targeted students based on SST problem-solving meetings.		
3-8 ELA Black Students Level 2 and above	29%	38%	G	Yes	<p>The plan for ELA Black Students Level 2 and above is described in Level 1 indicators: 3-8 ELA Level 2 and above.</p> <p>The RTI/AIS block continues to allow for small group, differentiated instruction based on common deficiencies and strengths. This system serves not only to improve scores and proficiencies school-wide, but on an individual level.</p>	<p>The total population of students in Grades 3-8 is 307. Of those 85% of all students are black.</p> <p>Due to the comprehensive, systematic change to scheduling and staff resourcing along with the implementation of differentiated small group RTI, we anticipate an increase in proficiency levels for our black students in grades 3 -8.</p>	<p>The plan for ELA Black Students Level 2 and Above is described in Level 1 indicator: 3-8 ELA Level 2 and Above.</p> <p>Teachers will continue to participate in data driven inquiry process during grade level to form and evaluate RTI instructional groups.</p> <p>Professional development will continue to focus on</p>



			G				student engagement and differentiated instruction.
3-8 Math Black Students Level 2 and above	27%	36%	G	Yes	The plan for Math Black Students Level 2 and above is described in Level 1 indicators: 3-8 ELA Level 2 and above. The RTI/AIS block continues to allow for small group, differentiated instruction based on common deficiencies and strengths. This system serves not only to improve scores and proficiencies school-wide, but on an individual level.	The total population of students in Grades 3-8 is 307. Of those 85% of all students are black. Due to the comprehensive, systematic change to scheduling and staff resourcing along with the implementation of differentiated small group RTI, we anticipate an increase in proficiency levels for our black students in grades 3 -8.	The plan for Math Black Students Level 2 & Above is described in Level 1 indicator: 3-8 Math Level 2 and above. Teachers will continue to participate in data driven inquiry process during grade level to form instructional groups. Professional development will continue to focus on student engagement and differentiated instruction.
Providing 200 Hours of quality Extended Learning Time (ELT)	N/A	Provide 200 hours of ELT	G	Yes	Our community partner, Matt Urban Human Services Center of WNY, facilitates the Extended Learning Day Program. This program extends and remediates instruction that is directly aligned to state and district standards. While students are offered enrichment activities in arts, science and athletics, the focus of the program is on differentiated support for our most struggling students. Staff works closely with classroom teachers and designs data driven learning experiences	The Extended Day Learning Time began on October 10 and will run through May 24 for two hours each school day. Currently there are 135 students enrolled. Students received weekly flyers and EdConnect calls home. There are currently 32 students on the waitlist.	Hamlin Park is on track to exceed the 200 hours of quality Extended Day Learning Time.



					to assist in closing the gaps for our students. There continues to be an emphasis on hands-on science activities, particularly for our seventh and eighth grade students, in response to data analysis of our 2018 NYS Science assessment results. The extended learning day includes both academic and enrichment components for each grade level. Classroom teachers work with students whom they instruct during the school day. This allows a carry-over of skills, strategies and instruction. At School 74, we found that students benefit socially, academically and emotionally when they are assigned to their daily teacher due to pre-established relationships and leads to increased time on task and curricular alignment. Data is communicated to all teachers through the Early Literacy Intervention Program Coordinator.		
3-8 ELA Black Students MGP	45.04	47.04	G	Yes	The plan for ELA Black Students Level 2 and Above is described in Level 1 indicator: 3-8 ELA Level 2 and Above. Teachers will continue	The total population of students in Grades 3-8 is 307. Of those 85% of all students are black. Due to	The plan for ELA Black Students MGP is described in Level 1 indicator: 3-8 ELA Level 2 and above.



<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 – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>		
<ul style="list-style-type: none"> <li>● Do not repeat strategies described in Parts I and II.</li> <li>● If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.</li> <li>● <b>Every school must discuss the use of technology in the classroom to deliver instruction.</b></li> </ul>		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction	<b>G</b>	The presence of an instructional technology coach enables teachers to incorporate technology into their daily lessons across all content areas. The coach continues to provide lessons on healthy digital citizenship and monitors the use of the one-to-one devices. The technology coach is training students to use the zSpace lab, Nearpod, Prodigy and other applications to encourage student talk time. Our coach is providing training in the use of Lexia to support our RTI and differentiated



			<p>instruction. The instructional technology coach, in collaboration with the social studies and science teachers, facilitates the Global Scholars Program with seventh grade students. Hamlin Park Academy is collaborating with an Apple Professional Learning Specialist to facilitate Apple Teacher training for teachers. This collaboration continues as the Apple professional provided teachers with training on Apple products and applications. He observed in classrooms and offered feedback on ways to increase student involvement. In conjunction with the literacy and math coaches, the instructional technology coach will provide professional development and side-by-side coaching on resources for whole group, small group instruction, and learning areas.</p>
2.	<p>Implement data driven instruction process with fidelity</p>	G	<p>The school leader continues to utilize the formalized, school-wide data practice with a common expectation of what data should be collected and analyzed to meet the individual needs of students or groups of students. This data includes instructional, behavioral and attendance data. School and teacher leaders continue to train, provide support and encourage teachers to collaboratively examine student data, utilizing DDI protocols to monitor and adjust daily instructional practices, as well as the school’s entire core curriculum in support of the school’s instructional and behavioral priorities. School and teacher leaders will monitor lesson organization and differentiation which should include student-friendly learning targets, planned opportunities to check for understanding, and a planned closure to the lesson. Teachers are reflecting upon their own practices, as well as receiving feedback from school and teacher leaders, to improve upon these practices.</p>
3.	<p>Parent Engagement</p>	Y	<p>School leaders are employing multiple modes of communication that are reciprocal in nature to ensure all parents feel informed, empowered and welcome to participate in the instructional well-being of their child. School leaders monitor this through monthly communication logs, DOJO, and event sign in sheets. School leaders continue to directly reach out to identified families to help eliminate some of the barriers preventing better communication. SST and school leaders are visiting homes as necessary to keep these lines of communication open. In attempt to accommodate our families, we held our first Open House on November 17, 2018 during Saturday Academy. Over 60</p>



			families connected with teachers and viewed our classroom programs. Teachers were able to share student data in a way that promoted dialogue among parents, students and community members. We continue to work to empower families to understand and use data to advocate for appropriate support services for their children.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team (CET) members continue to meet monthly to discuss various areas of the receivership plan, implementation and monitoring. During these meetings the team, which consists of several classroom teachers, a parent advocate, and two community members, discussed the social-emotional initiative, CHARACTER COUNTS!. Additionally, the CET Members supported the Asthma Awareness program during our Saturday Academy. Information was shared to assist families struggling with this condition. The CET continues to monitor the NYS mentoring program (supported by Sen. Tim Kennedy’s office). Our Early Literacy Coordinator reported out on the weekly activities shared between mentors and students.
<u>Powers of the Receiver</u>	



Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
G	<p>As we progress into the 2018-2019 School Year, 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.</p> <p>We specifically are able to:</p> <ol style="list-style-type: none"> <li>1.) fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority</li> <li><b>2.) fill vacancies through the transfer process with the most qualified teacher, regardless of seniority</b></li> <li>3.) deny teacher requests for transfers out of persistently struggling and struggling schools</li> <li><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></li> <li>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.</li> <li>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)</li> <li>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)</li> <li>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</li> </ol>



	<p><b>9.) Discretion and ability to modify schedule at any time to add more common planning time</b></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>**School 74 has chosen to enforce the rights that are in bold print for the 2018-2019 school year.</p>				
<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 – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	
<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> <li>public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)</li> </ol>	<p>Hamlin Park School has held several parent, teacher, and community engagement events. Story Hour with Santa Claus was held in December 2018. Over 40 parents joined students in grades Pre-K through first for this event. Character Counts assemblies are held monthly to recognize students who display the character trait of the month and share family activities to promote the character pillars.</p>



	<p>Community Schools’ Saturday Academies included educational programming, fun family engaging activities, along with a variety of free classes from cooking to modern dance, yoga, and animal exploration. Saturday Academy is designed to address the social, emotional, health, and wellness needs of families while also promoting family engagement and positive youth development. Saturday Academy also serves as a platform for “Restorative Practices,” an alternative to school suspension. This program is led by the school’s administrators during Saturday Academy. Students and parents engage in a restorative circle involving all necessary parties to reach an agreeable resolution. Monthly Hamlin Park Community &amp; Taxpayer’s Association meetings, facilitated by the local homeowners, are held in the school and are open to all community members.</p>
<p>2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)</p>	<p>Hamlin Park makes use of the district messaging system as common practice for school advertisements and announcements. The community school navigator prints and distributes approved fliers both within the school and the community. He also makes use of social media in the form of a “Hamlin Park School” page and a “Community Schools” page which is also used for advertisement and announcement purposes.</p>
<p>3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee</p>	<p>Parents, teachers and community members have open accessibility to the Schools Site Coordinator by means of phone, email, and or face to face meeting. All Steering meetings are advertised through the district messaging system and all are encouraged to attend.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>Parents, teachers and community members have open accessibility to the Schools Site Coordinator by means of phone, email, and or face to face meeting. All Steering meetings are advertised through the district messaging system and all are encouraged to attend.</p>
<p>Feeder School Services (specific services offered and impact)</p>	<p>N/A</p>
<p>Community School Site Coordinator (accomplishments and challenges)</p>	<p>The Community School site coordinator has seen accomplishments in the area of attendance collaborations. The site coordinator has accomplished goals of that align with the 2018-2019 Metrics in the following areas:</p> <ul style="list-style-type: none"> <li>*Increases Saturday Academy Attendance retention rate by 25%</li> <li>*Improve health and wellness</li> <li>* Increased levels of proficiency in both Math and ELA</li> <li>*Decrease percentage of students who receive short term suspensions.</li> <li>*Community involvement and partnerships remain a challenge at times.</li> </ul>



Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Funding is in place and the following vendors have supplied activities for our Saturday Academies: * Buffalo Animal Adventures * Police Athletic League * Cooking Classes with Chef Jamie * LaMovement dance classes
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

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

<u>Budget Analysis</u>		
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 *** <b>Expenditures are from July 2018 – December 2018 SIG DJ19</b>	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#3.
Salaries for professional staff-Code 15 <b>\$101,004 YTD \$35,927 36% @December 2018</b>	Green	All positions are filled..
Salaries for Support Staff- code 16 <b>\$52,601 YTD \$14,097 27% @December 2018</b>	Green	All positions are filled.
Purchased services-code 40 <b>NONE</b>	Green	N/A
Purchased services-code 45 <b>\$2,281 YTD \$0 - ZERO% @December 2018</b>	Green	The district is paying for Next Lesson so an amendment has been completed.
Travel expenses-code 46 <b>NONE</b>	Green	N/A
Employee Benefits-code 80 <b>\$87,542 YTD \$26,106 30% @December 2018</b>	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	<b>COMPLETED AT THE END OF THE PROJECT.</b>



<b>Budget Analysis- School #74</b>		
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 *** Expenditures are from July 2018 – December 2018 CSG TN18	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#3.
Salaries for professional staff-Code 15 <b>\$59,802 YTD \$19,818– 33% @ December 2018</b>	<b>G</b>	Positions are staffed and professional development has been scheduled for the remainder of the year.
Salaries for Support Staff- code 16 <b>\$9,788 YTD \$1,408– 14% @ December 2018</b>	<b>Y</b>	Professional development has been scheduled for the remainder of the year.
Purchased services-code 20 <b>\$207,816 YTD \$62,997- 30% @ December 2018</b>	<b>G</b>	Equipment has been ordered or is out of bid.
Purchased services-code 40 <b>\$148,796 YTD \$143,724 @ - 97% December 2018</b>	<b>G</b>	All contracts are in place and services are being provided
Purchased services-code 45 <b>\$75,349 YTD \$0 – 0% @ December 2018</b>	<b>Y</b>	Bids are currently out for the purchase of equipment
Employee Benefits-code 80	<b>G</b>	Expended per BPS schedule.
Indirect cost-code 90-	<b>G</b>	<b>COMPLETED AT THE END OF THE PROJECT.</b>



Part VII: Best Practices (Optional)

<p><b><u>Best Practices</u></b>            The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.</p>		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	DDI	Data driven inquiry has been implemented during this reporting period during grade level and faculty meetings. All educators at HPA have received professional development and ongoing support in the DDI process from our school literacy coach, math coach 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.
2.	Built in checks for student understanding	Teachers continue to develop and implement “why” questions built into daily lessons to check for student understanding and increase student to student talk time and continue to build wait time.



Part VIII – Assurance and Attestation

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

Name of Receiver: Dr. Kriner Cash

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: [Handwritten Signature]  
Date: \_\_\_\_\_

Date: January 29, 2019

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Barbara Fitzgerald  
Signature of CET Representative: [Handwritten Signature]  
Date: 1/18/19