

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:			
				Check which plan below applies:			
Herman Badillo Bilingual Academy #76	140600010076	Buffalo Public Schools		SIG/SIF X		SCEP	
				Cohort: 4.2			
				Model: Transformational			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Kathryn L. Foy Appointment Date: 9-1-13	Mary Jo Conrad, Associate of School Leadership Diane Andreana, Grant Manager Angela Cullen, Director in School Leadership		PreK-8	58.25%	23.95%	772

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*.

Herman Badillo Bilingual Academy, BPS 76 (HBBA) is in the second year of Receivership. The school has not received their final status from NYS, but has achieved many of the 12 indicators selected. HBBA has determined that its overall status during this reporting period is green. All key strategies have been reviewed and refined and are currently being implemented. A review of available data has given the school a clear picture of the areas of need. The Community Engagement Team has meet twice to review the implementation status and refine key strategies based on the new data. A community meeting was held at the end of September.

While most key strategies will remain the same for the current school year, some have been reworked to be more impactful for students. The key strategies being implemented to address the indicators selected are: a school wide writing initiative, 200 additional hours of extended learning time, multi-



tiered student support systems, building the capacity of teachers to meet the needs of all students, technology integration, and becoming a strong community school.

The school uses these key strategies to improve student achievement and meet targets for both the seven level 1 indicators and the five level 2 indicators selected. Most level 1 indicators measure all students' proficiency levels on the New York State Math, ELA and Science assessments. Level 2 indicators use the same assessments and narrow the focus to specific subgroups. Additional indicators include providing 200 hours of extended learning time, reducing the percent of students suspended, reducing the number of violent incidents, and curriculum development and support.

For this first reporting period, specific growth data for the academic level 1 and 2 indicators is not complete, but the school has administered many screening tools and baseline assessments to determine where student needs are. This data was used to match additional supports to students based on need. The school community has analyzed 2015-2016 NYS assessments to determine focus Standards needing additional support throughout the year.

The school continues to make positive progress toward increasing student attendance rates, and creating a positive school climate. Analysis of attendance data shows a 9.7% decrease in the percentage of students with chronic and severe chronic attendance. Average daily attendance is 91.2%. Suspension rates and the number of office discipline referrals have increased for this reporting period over last year. The number of discipline referrals has increased because the school has changed the way discipline issues are being entered into the management system. In the past only those that were handled by an administrator were entered. This year all issues are being entered including those handled by the teacher. This is being done to better track student behaviors and provide interventions to students before their behaviors escalate. The school utilizes a data based decision rule of 3 office discipline referrals before a tier 2 intervention is put in place.

HBBA has been selected to be one of 13 Community Schools in Buffalo. The school has received additional funding to enhance its academic program and to become an asset to the community. The school will offer programming to the community two Saturdays per month in partnership with the YMCA. The extended learning program after school began on October 17, 2016 with an enrollment of 214 students. The school has again partnered with the YMCA to offer both academic and enrichment opportunities to students. The school is in the beginning stages of implementing a community school model.

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?
Priority School Make Yearly Progress		NA	Make Progress	Our school is administering all district benchmark assessments in literacy and math. Baseline testing was done for all K-8 students in writing. Students in grades K-6 were given a beginning of the year screener in both English (DIBELS) and Spanish (IDEL). This information was used (with other measures) to assign students to the correct pathway for RtI. A district benchmark assessment in math is being given to all students in grades K-8 and will be analyzed as well.	Analysis of these measures show that we still have a large gap in achievement for some students. Teachers will engage in the DDI cycle to continuously review and analyze data. They will use this analysis to plan and implement re-teaching opportunities for students. Individual student plans will be created for our neediest students.
School Safety		11	<6	There have been no violent incidents during this reporting period.	We are currently on track to meet this target. There have been no violent incidents during this reporting period. Our multi-tiered systems of support have been implemented and are effective. School safety data is monitored biweekly by the student support team during their team meetings.
3-8 ELA All Students Level 2 & Above		19%	22%	NYS ELA assessments were analyzed using the data driven inquiry cycle at weekly grade level meetings in September and October. District benchmark assessments and writing screeners were reviewed. DIBELS and IDEL data was reviewed.	We are on track to meet this target. All key strategies are being implemented to address this target. Student data is monitored weekly by classroom teachers using a variety of formative assessments. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or benchmark data to look for grade level trends and to adjust student placement in interventions (every 6 weeks).



					RTI plans are written using our common planning template to reteach skills as needed.
3-8 Math All Students Level 2 & Above		24%	27%	NYS math assessments were analyzed using the data driven inquiry cycle at weekly grade level meetings in September and October. District benchmark assessments were analyzed for grades K, 2, 3, 5, and 8 (other grades have not completed the assessment yet).	We are on track to meet this target. All key strategies are being implemented to address this target. Module 1 assessment data for grades 2, 3, 5, 8 show an average of 28.49% of students at Level 2 and above. Interventions are being put in place to support all learners. Analysis of grades 1, 4, 6, and 7 will occur during the next reporting period. Grade 5 is not on track to meet target with only 7.41% of students at Level 2 or above. The math coach will work with grade 5 teachers more closely to determine needs and supports.
3-8 ELA All Students MGP		46.69	48.69	See above for level 1 All students ELA for Level 2 and up and level 2 indicator for subgroups below. We did not meet our target for this indicator. Our score was 47.23.	See Level 1 indicator above for ALL students ELA level 2 and up and Level 2 subgroups data below.
3-8 Math All Students MGP		46.03	48.03	See above for level 1 indicator All students ELA for Level 2 and up and level 2 indicator for subgroups below. We exceeded our target for this indicator.	See Level 1 indicator above for ALL students math level 2 and up and level 2 subgroup data below.
Grades 4 & 8 Science All Students Level 3 & Above		23%	26%	We will analyze the NYS Science assessments to determine focus Standards that need reinforcement throughout the school year during the next reporting period.	We are on track to meet this target. NYS assessment data will be analyzed during the next reporting period. All science teachers in grades 7 and 8 have been trained on the use of our new zSpace computers (see technology integration below) which provide students opportunities to explore scientific concepts using 3D technology.



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?
Student Suspension Rate (Out of School)	Yellow	18%	16%	We are on track to meet this target. We analyzed our Office Discipline Referrals (ODRs) to determine patterns and trends. We also compared our suspension rates to last school year. See Multi-Tiered Systems of Support key strategy below for a description.	The outcome for this reporting period showed an increase in short term suspensions from the same time last year. Several reasons may account for this including new staff members unfamiliar with MTSS-B protocols. Alternatives to suspension will be implemented to further reduce time out of school for students. See MTSS key strategy below for more details.
Curriculum Development and Support (DTSDE Tenet 3)	Green	Developing	Effective	We are on track to meet this target. The DTSDE report and the DIIR report for tenet three (2016) were analyzed and all suggested improvements will be implemented.	The implementation of a school wide writing initiative integrates literacy into all content areas. The addition of a common planning time for all teachers will allow for development of deep understanding of the curriculum and how to scaffold it for all learners. All Diagnostic Tool for School and District Effectiveness (DTSDE) recommendations for this tenet are being implemented. A clearly defined and articulated bilingual program was identified over the summer in collaboration with teachers and the district. Grade level expectations were share with teachers. During the next reporting period we will continue to develop critical



					understandings about the program and begin to share it with parents. A professional development plan will be created to further support our teachers.
3-8 ELA Black Students level 2 & Above		32%	35%	See Level 1 indicator 3-8 ELA ALL students Level 2 and Above	We are on track to meet this target. All key strategies are being implemented to address this target. Subgroup data is disaggregated and interventions and supports are provided as described above (3-8 ALL students at level 2 and above). Our school has created a Culturally Responsive Learning plan which includes training teachers on culturally responsive and inclusive strategies and practices.
3-8 Math Hispanic Students Level 2 & Above		20%	23%	See Level 1 indicator 3-8 Math ALL students Level 2 and Above	We are on track to meet this target. All key strategies are being implemented to address this target. Classroom teachers and co teachers using a variety of formative assessments monitor student subgroup data weekly. Intervention activities are planned using this data to scaffold reteaching activities for this subgroup. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or Module data to look for grade level trends and to plan for scaffolded reteaching. Our school has created a Culturally Responsive Learning plan which includes training teachers on culturally responsive and inclusive strategies and practices.
Providing 200 Hours of Extended Day learning Time (ELT)		NA	Provide 200 Hours	The program began on October 18, 2016 with 214 students enrolled. See key strategy Providing 200 hours of ELT below.	We are on track to meet this target. The extended learning time program began has 214 students enrolled in grades 1-7. Ten hours per week of extended learning time are provided to students. Students have participated in 18 hours to date. The



	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> .		Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Key Strategies

Key Strategies		
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. School Wide Writing Initiative		A school wide writing initiative will continue this school year. A group of teachers met several times over the summer to analyze the feedback from a teacher survey about the initiative administered last school year. After thoughtful analysis, the team then modified the initiative to reflect the feedback provided. The most significant changes include not entering the student scores into our online data system. We found this to be too cumbersome and it did not give us the desired information. Instead, teachers will collaboratively score student writing samples at team meetings and each student’s rubric scores will be recorded in a writing folder to track their progress. Another change involved adjusting the timeline. Our District implemented a new writing initiative this year very similar to ours so we made sure to align both to ensure they complimented each other. Evidence of the impact of this initiative is being gathered by analyzing the number of points students received on the extended response questions on the NYS ELA assessment. Preliminary data shows fewer students receiving a score of zero this year. All students in grades K-8 completed a writing task. This task was scored using a rubric to establish a baseline in which to measure student growth throughout the year.



2.	Providing 200 Hours of Extended Learning Time		<p>This school year we have partnered with the YMCA to run our extended learning time which began on October 18, 2016. Our program has more than doubled, enrolling 214 students this year. It runs 5 days a week for 2 hours per day and now includes social emotional and wellness components. We will be subcontracting through the YMCA to provide additional enrichment opportunities for students such as Recycle a Bike Program with GoBike, Latin Band, and dramatic arts. Our program is further enhanced by our Community School budget which allows for additional staffing, programs, and materials.</p> <p>The program consists of a hot meal, homework help, 2 days of academic instruction provided by teachers (ELA and math), 2 days of social/emotional development activities provided by youth instructors from the YMCA, and “Fun Friday” which is a culminating activity for the week. We have provided Zumba class and an Animal Adventures program to date.</p> <p>Planning has begun for our new Saturday program which begins in early November. We have again partnered with the YMCA to schedule youth and adult programs. This opportunity is open to the whole community. Breakfast and lunch are provided.</p>
3.	Multi-tiered System of Support		<p>In order to maintain a safe and inviting school culture and climate, we continue to improve upon our process for providing supports and interventions to students and families we service. The student support team works closely with teachers to provide direct support and interventions within the classroom to increase positive student behaviors and attendance. We continue to implement three tiers of interventions to teach, recognize and reward positive behaviors and to add layers of support when needed. We use a data based decision rule to enter students into the next tier of support (3 ODRs or a suspension).</p> <p>We have implemented changes this school year to our discipline referral system to better track and monitor student behavior. All behavior incidents are entered into Infinite Campus even if they are resolved by the teacher. In</p>



			<p>the past only the ones requiring administrative intervention were entered. This was done to better track student misbehaviors in order to find patterns and then customize interventions. During this reporting period there were 133 ODRs as compared to 43 last school year. There are 28 students in Check In Check Out and no SAIG groups during this reporting period.</p> <p>Short term suspension rates are slightly higher this school year. During this reporting period there were 20 short term suspensions and 1 long term suspension. Last year at this time there were 9 short term suspensions and 2 long term suspensions. The suspensions occurred mostly in grades where there were new teachers. Our SST and administrative team will work closely with those teachers training them on our MTSS framework. Alternatives to out of school suspensions are being created such as guidance conferences and restorative practices.</p> <p>Student attendance data for this reporting period are comparable to last year at this time. Average daily attendance for this period is 91.2% and last year it was 91.1%. We began to take a closer look at severe chronic, chronic, at risk and satisfactory student attendance last year and continue to make it a focus this year. We have continued to increase the percentage of students with satisfactory attendance from 22.6% last year to 34.7% this year. We have also decreased the percent of students with chronic and severe chronic attendance from 48.3% last year to 38.6% this year.</p> <p>In addition to our school based supports, we have supports from Kaleida and Say Yes. Both organizations provide a full time social worker. The Kaleida social worker has a case load of 20 students which are seen for individual counseling. Say Yes provides a family support specialist who has a case load of 10 families. This social worker help connect families to services and supports in the community.</p>
4.	Building a strong Community School		<p>As part of our <i>turnaround strategy</i> for school improvement, our community school will attract families using a “full service” model to increase student outcomes and improve the surrounding community. Our goals include:</p>



1. Implementing strong educational programs which reduce learning gaps, enrich and expand the curriculum, and strengthen parent and community engagement in the school.
2. Coordinating with Say Yes and other local resources to offer **medical, dental, health and wellness services**.
3. Implementing high quality **extended day and year programs of excellence** (e.g. academic, cultural, artistic, athletic, language and needs-based).

The work toward achieving these goals has begun. Additional funding (\$227,000) has allowed us to add more art, vocal music and instrumental classes for our students in grades K-3. Additional supports for students include a support math teacher and a bilingual social worker. Community Schools funding will allow each grade level more field trip opportunities. Four buses per grade level were allotted, as well as, \$15 per student for entrance fees. Our after school and Saturday programs will be enhanced to include more enrichment opportunities for students.

Student engagement and opportunities to use 21st Century skills will be increased for students through the integration of technology (See description above).

Planning is continuing with the addition of a full time Community Schools Navigator whose role is to oversee and support these initiatives and connect with the community.

			<p>1. Implementing strong educational programs which reduce learning gaps, enrich and expand the curriculum, and strengthen parent and community engagement in the school.</p> <p>2. Coordinating with Say Yes and other local resources to offer medical, dental, health and wellness services.</p> <p>3. Implementing high quality extended day and year programs of excellence (e.g. academic, cultural, artistic, athletic, language and needs-based).</p> <p>The work toward achieving these goals has begun. Additional funding (\$227,000) has allowed us to add more art, vocal music and instrumental classes for our students in grades K-3. Additional supports for students include a support math teacher and a bilingual social worker. Community Schools funding will allow each grade level more field trip opportunities. Four buses per grade level were allotted, as well as, \$15 per student for entrance fees. Our after school and Saturday programs will be enhanced to include more enrichment opportunities for students.</p> <p>Student engagement and opportunities to use 21st Century skills will be increased for students through the integration of technology (See description above).</p> <p>Planning is continuing with the addition of a full time Community Schools Navigator whose role is to oversee and support these initiatives and connect with 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 <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
	<p>The Community Engagement Team (CET) members have been newly added and meet monthly to discuss various areas of the receivership plan and its implementation. Two meetings have taken place during this reporting period during which feedback from stakeholders, as well as, vital information regarding the process and requirements were discussed. Topics of discussion were Community School budget, Quarterly monitoring Report completion and monitoring, Extended Learning Time program.</p> <p>Members of the Community Engagement Team will continue to meet to review key strategies, complete all quarterly reports and to provide feedback and suggestions. The final quarterly report for this reporting period will be shared with the whole school during the November faculty meeting and will be posted on our school’s webpage for all stakeholders to view.</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
	<p>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. Our school has utilized the powers in bold below.</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



	<p>3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools</p> <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</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>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>In addition to these powers, our school community has committed to using one prep period per 6 day cycle for common planning with their grade level team.</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 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		We are on track with our implementation plan for integrating technology. <ul style="list-style-type: none"> • #Mydigitalclassroom is a Learning Technology Grant for students in the 5th grade. We are beginning our first full year (last year was our first year but did not begin until late March 2016). Teachers have received training from the Instructional Technology Coach and have delivered lessons on Digital Citizenship. The Instructional Technology coach also works with teachers to plan and deliver lessons using ipads and other digital resources to transform instruction to 21st century learning. Units will include: <ul style="list-style-type: none"> • 21st Century Skills • Collaboration • ELA Common Core Learning Standards • Elements of constructivist principles • Principles of Universal Design for Learning and techniques to target needs of ELLs • Mobile device integration • zSpace lab is the newest technology in our school. The zSpace labs are 3D computers where virtual reality is the forefront in learning. Our 7th and 8th grade students are using zSpace in their Science and Social Studies curriculum, exposing them to College and Career readiness skills. Our Science and Social Studies teachers have been trained in its use and have been bringing their classes to the lab to enhance their learning and understanding of topics.



			<ul style="list-style-type: none"> • Ipad learning centers in grades pre-k to 2 have been ordered but have not been delivered yet. The focus for these learning centers will concentrate on early literacy and mathematic skills. 		
2.	Use of technology in the classroom		<p>We are on track with our plan to integrate technology into the classroom.</p> <ul style="list-style-type: none"> • In addition to the devices listed above, iPads and Windows 8 tablets, as well as, our computer lab are booked through the 3rd week of November by teachers for use with their students. Our Instructional Technology Coach has worked with teachers to coplan and coteach lessons integrating technology. • Our school community is utilizing Schoology, a learning management system as a digital means of communication, collaboration, organization and discussion. Teachers employ discussion boards to promote classroom collaboration by commenting on questions and responding to peers’ posts relating to homework or topics being taught in school. Teachers can review student work and provide feedback through the system. As a result of these initiatives, our 7th grade Science teacher’s class is completely digital. She provides a weekly online homework via Schoology where students are required to complete the assignments. For students that do not have internet access, the Instructional Technology Coach hosts a “Lunch and Learn” café where students can come to the computer lab and complete their assignments without penalty. 		
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

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- \$304,272-YTD \$16,455 5% @ QTR ENDING 09/30/16.		All positions are filled.
Salaries for Support Staff- code-16- \$6,191-YTD \$248 4% @ QTR ENDING 09/30/16.		There is a clerical vacancy in the Department of School Improvement. A recruitment bulletin is advertised until filled.
Purchased services-code 40- \$58,260-YTD \$27,500 47% @ QTR ENDING 09/30/16.		The WestEd contract has been executed and services are scheduled. Contracts related to the DTSDE review are administered through the Office of Shared Accountability. Contracts related to the Community Based Organizations are administered through the ELT Department.
Supplies and materials- code 45- \$1,000-YTD 0.00 0% @QTR ENDING 09/30/16.		School is preparing an amendment to move this money.
Employee Benefits-code 80- \$115,780-YTD-YTD \$3,681 3% @ QTR ENDING 09/30/16.		Employee Benefits are expended per BPS schedule.
Indirect cost-code 90- \$14,497-N/A		Completed at the end of the project.



Part VI: Best Practices (Optional)

Best Practices	
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.	
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. Homerooms with perfect attendance	Our attendance team meets weekly to review student data, identify students in need of interventions and to plan ways to promote and celebrate positive student attendance. One strategy we use is to recognize homerooms with perfect attendance each day. When a homeroom has perfect attendance the teacher hangs a sign on the door letting everyone know. We announce the names of every homeroom teacher whose class has perfect attendance on the loud speaker. We then place a sticker on our perfect attendance bulletin board on that classroom's chart. When the classrooms fill their chart (25 days of perfect attendance) the homeroom earns a pizza party. This strategy creates a healthy competition between students and teachers. Last school year we saw an increase in our average daily attendance and a decrease in our percentage of students with chronic and severe chronic attendance. That trend is continuing this school year during this reporting period (see multi-tiered systems of support above).



Part VII – Assurance and Attestation

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

Name of Receiver (Print): _____

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: _____