

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/V/G)	SIG/SIF/SCEP Cohort
Lafayette High School	14060010107	Buffalo City School District	Red	SIG
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Kriner Cash, Ed.D.	Denise Clarke	Sabatino Cimato Associate Superintendent of School Leadership	8, 10, 11, 12	483

Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

Lafayette High School is under receivership of the Buffalo City School District Superintendent, Dr. Kriner Cash. The second quarterly report spans from 1 November, 2015 to 15 January, 2016. During this time, a number of events have taken place and initial receivership requirements have been addressed.

Mrs. Denise Clarke, principal, along with the assistant principals, continued to work on the initiatives that were outlined in the first quarterly report and started other initiatives in order to meet the levels one and two indicators. The entire school staff and faculty have been working diligently on many fronts, as described in detail in the report, but there are a few items that warrant highlighting.

A) In January, the school established of a second after school program that focus on enrichment in ELA and math for 8th grade students, and a test preparation and additional content instruction for secondary students. Teachers will use benchmark assessments, in the core areas, to measure progress of students in grade eight and high school. They will be required to maintain assessment data, student attendance, and related records for building administrators' review.

B) The establishment of a School Wellness Team (SWT) consisting of instructional and non – instructional staff, the building engineer, and the cafeteria manager and four students. The team meets monthly to discuss and to address the key milestones set forth by the Health Related Services Department. A few of the milestones completed include: schedule of monthly meetings, review and revision of the team charter, and administration of the Youth Risk Behavior Surveillance Survey (YRBSS). In January,



four student leaders helped bring the students' perspectives of root causes of areas in which may seem to be outside of academics yet have a direct impact on learning and to help develop a set of action plans to remediate the high absenteeism rate. The team is analyzing attendance records to monitor progress that will be made.

C) There have been three parent/community events and trainings. The events focused on sharing information with parents and students regarding high school options, inform parents and students about bullying and strategies on dealing with bullying, educating parents about the Common Core and literacy and numeracy skills, and how they can help their child with study skills and making academic progress (see attachments A – C). In addition, the parent facilitator trained thirty parents on how to use the parent portal in order to obtain the information about their child such as daily attendance.

D) Through classroom observations, teacher feedback, and the Sheltered Instruction Observation Protocol (SIOP) self – assessment survey, a professional development plan has begun. With the school improvement grant (SIG) funds, both large group and job – embedded training will take place in February. Two coaches are anticipated to begin in the next few weeks who will provide job – embedded support to teachers in their classrooms such as instructional strategies to increase student engagement, higher order thinking questions, scaffolding, and differentiation. Once the coaches are on board, they will work with the administrative team to establish a checklist to help the administrators monitor implementation of new strategies in lesson plans and during classroom visits. The review and rating of the request for proposals have begun which will allow the school to move forward with partnering with an outside entity (to be identified based on approval by the School Board) that will provide professional development training to teachers and building leaders.

E) The Community Engagement Team (CET) have been meeting regularly (1 – 2 times per month) based on the amount of work that has to be done. The 12 January, 2016 meeting was cancelled due to inclement weather. During this time, the CET completed the revisions to the school comprehensive education plan (SCEP) as required by the State Education Department (SED). The team also completed the CET recommendations required under receivership. Both items were submitted on 22 December, 2015. There were at least one recommendation for each tenet. Examples of these recommendations were: The instructional staff will focus on curriculum and rigorous instruction, throughout the school year, with an emphasis on English language arts (ELA) and mathematics and differentiation for diverse needs by developing and implementing lessons that are aligned to CCLS and based on varied data sources, instructional and non – instructional staff will improve school climate through the use of the behavior matrix within the PBIS framework to promote positive social and emotional developmental health in order to create a climate of mutual respect, trust and validation, and academic achievement and reduce the number of Tier II and III referrals, Building leaders and staff will increase partnerships with stakeholders by creating a collaborative and welcoming environment for the community to become more informed about all students' academic progress through educational workshops, meetings, and a parent/community organization.

These are a few overarching items that the staff and faculty have worked on since the first quarterly report. The school will expand upon this work and begin others, as needed, in order to meet the levels one and two indicator targets.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for 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 below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base – line	Target	Analysis / Report Out
Priority School make Yearly progress (#1)	RED	NA	NA	<ul style="list-style-type: none"> The SCEP revisions for tenets 2 – 6 were completed and submitted on 22 December, 2015. The community engagement team (CET) completed and submitted the CET recommendations on 22 December, 2015. The revisions of the SCEP and CET recommendations were shared with SBMT and the entire staff. With the completion of the recommendations, part of the work of the CET will include setting up actions steps for implementation and monitoring of the work that has begun by the administrative team and faculty.
3-8 ELA All Students Level 2 & above (#9)	RED	25%	1%	<ul style="list-style-type: none"> The results of the 8th grade ELA module one common formative assessment show that 30% of students achieved proficiency. The results of the 8th grade math modules one through three common formative assessment show that 100% of students did not achieve proficiency. The administrative team continues to meet with all eighth grade teachers to facilitate trainings on scaffolding, co – teaching, and differentiated instruction for all students to access the curricula. The building administrators are monitoring for implementation through lesson plans and classroom observations. They recognize that additional work is needed to increase effective teacher practices in these areas and are working on a plan to provide job – embedded support to teachers. All eighth grade students continue to receive one period of enrichment. This allotted time is used for students to work on homework and classwork with a teacher's assistance. Students have the option of attending the enrichment for math, ELA, or both for additional support. Teachers are using grade eight benchmark assessments to measure progress in ELA and math. Teachers have taken the assessments from December/January to group students into four categories: attendance, motivation, linguistic, concept. The next step will be to create a plan to help each group of students. For example, teachers will work with the attendance teacher, Say Yes site facilitator, and SST to address needs of students who have attendance issues. Teachers may create an incentive program for students who lack motivation. For those who need additional instruction, teachers may work with them on a schedule so they can stay for both of the after school programs and collaborate with the enrichment teachers. An extended learning time was established for 8th grade students under Title III. The purpose of the program is to enhance the school day instruction to increase student achievement in ELA and math. Teachers use benchmark assessments, in the core areas, to measure progress of students. They are required to maintain assessment data, student attendance, and related records for building administrators' review.
3-8 Math All Students Level 2 and above (#15)	RED	34%	1%	
3-8 ELA All Students MGP (#33)	RED	44.14	1%	



3-8 Math All Students MGP (#39)	RED	50.26	1%	<ul style="list-style-type: none"> ◆ Of the 68 classroom visits, the administrative team has seen a decrease in the amount of teacher talk and an increase in the amount of student talk/engagement and participation in 41% of the classes. ◆ The school held three after school events for parents and students. <ul style="list-style-type: none"> ○ The first event on 10/29 was called “High School Ahead” and “Anti – bullying”. The target audience for High School Ahead was for 8th grade students and their parents (see attachment A and A.1 for details). ○ The second event on 11/17 was called “Literacy & Math for All Students”. All parents were encouraged to attend (see attachment B and B.1 for details). ○ The third event on 12/9 was parent – teacher conference (see attachment C and C.1 for details). ◆ The school is continuing to offer an after school program, in collaboration with Daemen College, for tutoring in the core content areas. A second after school program was established, in January, to offer students exam review sessions under Title III. All students are eligible to participate in either program, or both, depending on their individual needs. These sessions will continue to be offered (after the January Regents exams) as an extended learning time for students. The purpose of these sessions is to provide additional instructional support to what is being taught during the school day. An emphasis is placed on content knowledge as well as test taking strategies. Progress reports, quarterly grades, benchmark assessments, and performance on state assessments are used to measure progress. ◆ School counselors are continuing to review student transcripts to ensure that students are on track. ◆ School counselors are continuing to meet with individual students, or small groups of students, to talk to them about graduation requirements and the multiple pathways to graduation as well as exam appeals. ◆ School counselors, along with representatives from colleges, assist students and their families in completing the financial aid applications (FAFSA). ◆ The total cohort 4 -- year graduation rate for all students in 2014 – 2015 was 32%
2012 Total Cohort Passing Math Regents Score >=65 (#67)	YELLOW	35%	1%	
2011 Total Cohort Passing ELA Regents Score >=65 (#69)	YELLOW	18%	1%	
Total Cohort 4-Year Grad Rate - All Students (#70)	GREEN	26%	1%	<ul style="list-style-type: none"> ◆ The Algebra 2 class is being offered. Forty four students are enrolled. Of these students 52% are receiving a passing grade in quarter one. ◆ Teachers are using formative assessments to identify students who are in jeopardy of not passing the course. The students are grouped based on varying factors (e.g. attendance, lack of motivation, linguistic, need of additional support, etc.). The next step will be to create a plan to help each group of students. For example, teachers will work with the attendance teacher, Say Yes site facilitator, and SST to address needs of students who have attendance issues. Teachers may create an incentive program for students who lack motivation. For those who need additional instruction, teachers may work with them on a schedule so they can stay for both of the after school programs. ◆ Teachers are using formative assessments to identify critical areas for re – teaching. For example, teachers analyze students’ test results to identify a trend such as “54% of students were able to correctly identify a bisected angle.” They break it down further by the number of students who answered correctly, those who received partial credit, and those who responded incorrectly. Once the analyses are complete, teachers identify
Total Cohort 4-Year Grad Rate with Adv. Designation - All Students (#76)	YELLOW	0%	1%	



				<p>the next instructional steps for those students who did not meet criteria. The teachers may choose to present the content again in a different manner, use different materials/manipulatives, and/or use different exemplars/models. The administrative is monitoring this through classroom visits and lesson plans.</p> <ul style="list-style-type: none"> ◆ The school has partnered with UB to get additional help in one of the math classrooms. Pre – service math teachers come in on a rotating basis to help the classroom teacher with varying aspects of instruction. ◆ All eighth grade students continue to receive one period of enrichment. This allotted time is used for students to work on homework and classwork with a teacher’s assistance. Students have the option of attending the enrichment for math, ELA, and/or science for additional support. ◆ One of the technology teachers is STEM certified and is implementing the STEM projects within his technology classroom (e.g. robotic arm and solar cars). ◆ The school is in the process of planning an after school program for students needing additional help in science with SIG funds. ◆ Professional development trainings such as instructional strategies to increase student engagement, higher order thinking questions, scaffolding, and differentiation have been planned for implementation through SIG will include science teachers. The trainings are planned for the upcoming reporting period. ◆ The total cohort 5 – year graduation rate for all students in 2014 – 2015 was 26%. ◆ The school is continuing to offer an after school program, in collaboration with Daemen College, for tutoring in the core content areas. A second after school program was established, in January, to offer students exam review sessions under Title III. All students are eligible to participate in either program, or both, depending on their individual needs. These sessions will continue to be offered (after the January Regents exams) as an extended learning time for students. The purpose of these sessions will be to provide additional instructional support to what is being taught during the school day. An emphasis will be placed on content knowledge as well as test taking strategies. Progress reports, quarterly grades, benchmark assessments, and performance on state assessments will be used to measure progress. ◆ School counselors are continuing to review student transcripts to ensure that students are on track. ◆ School counselors are continuing to meet with individual students, or small groups of students, to talk to them about graduation requirements and the multiple pathways to graduation as well as exam appeals.
<p>Grades 4 and 8 Science All Students Level 3 and above (#85)</p>	RED	23%	1%	
<p>Total Cohort 5-Year Grad Rate - All Students (#88)</p>	YELLOW	29%	1%	



LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Student Attendance (#3)	YELLOW	85%	1%	<ul style="list-style-type: none"> ◆ Currently, there is a part time (.5) attendance teacher. To supplement the need for a full time attendance teacher, the administrative team has scheduled multilingual aides/assistants, one period per day, to assist in communicating with parents in their native languages. They also help to address issues that negatively impact students' attendance. ◆ The attendance teacher has been going to students' homes throughout the day to get students to go to school. ◆ Incentives have been put in place for students to earn tickets for positive behavior which includes good attendance. These tickets allow students to "purchase" privileges. ◆ A School Wellness Team (SWT) was established. This team consists of a number of instructional and non – instructional staff, the building engineer, and the cafeteria manager. The co – chairpersons lead the monthly team meetings to discuss and to address the key milestones set forth by the Health Related Services Department. A few of the milestones completed include: schedule of monthly meetings, review and revision of the team charter, and administration of the Youth Risk Behavior Surveillance Survey (YRBSS). Through discussion and revision of the charter, the team recognized the need to have student representatives. In January, four students were invited to join the team to bring students' perspectives on the root causes of poor attendance and to help develop a set of action plans to remediate the high absenteeism rate. The team is analyzing attendance records to monitor progress that will be made. ◆ The SWT are in the process of installing vending machines of healthy type foods. The proceeds will be used for school – wide incentives for students that will increase attendance and academic achievement. ◆ Students who are not on target are "adopted" by a member of staff as a mentor to discuss, guide, and assist them in getting back on track academically and increase attendance. The "adoption" started with seniors and now includes 10th and 11th graders as well as 9th grade repeaters. ◆ The attendance data show that students with "satisfactory attendance" increased between 8.6% - 9.5% at all grade levels between December and January. Those who are "at risk" category decreased between 6% - 9%. Those who are "chronic" decreased by 6% for grade eleven but remained stagnant or increased for grades eight, ten, and twelve. And for those who are "severe", there was a decrease in grade ten but remained stagnant or increased for grades eight, eleven and twelve.
3-8 ELA LEP Students Level 2 and above (#13)	YELLOW	7%	1%	<ul style="list-style-type: none"> ◆ The results of the 8th grade ELA module one common formative assessment show that 30% of students achieved proficiency. The administrative team continues to meet with all eighth grade teachers to facilitate trainings on scaffolding, co – teaching, and differentiated instruction for all students to access the curricula. The building administrators are monitoring for implementation through lesson plans and classroom observations.



				<p>They recognize that additional work is needed to increase effective teacher practices in these areas and are working on a plan to provide job – embedded support to teachers.</p> <ul style="list-style-type: none"> ◆ All eighth grade students continue to receive one period of enrichment. This allotted time is used for students to work on homework and classroom with a teacher's assistance. Students have the option of attending the enrichment for math, ELA, or both for additional support. ◆ ELA and ESL teachers are using grade eight benchmark assessments to measure progress in ELA for ELLs. Teachers have taken the assessments from December/January to group students into four categories: attendance, motivation, linguistic, concept. The next step will be to create a plan to help each group of students. For example, teachers will work with the attendance teacher, Say Yes site facilitator, and SST to address needs of students who have attendance issues. Teachers may create an incentive program for students who lack motivation. For those who need additional instruction, teachers may work with them on a schedule so they can stay for both of the after school programs and collaborate with the enrichment teachers. ◆ An extended learning time was established for 8th grade students under Title III. The purpose of the program is to enhance the school day instruction to increase student achievement. Teachers use benchmark assessments, in the core areas, to measure progress of students. They are required to maintain assessment data, student attendance, and related records for building administrators' review. ◆ There are multilingual aides/assistants in some content area classes. Collectively, these aides/assistants speak the following languages: Arabic, Burmese, French, Nepali, Somali, Spanish, and Thai. ◆ The school also coordinates with the Newcomer Program to share the multilingual aides/assistants. ◆ Through classroom observations, the administrative team has seen a decrease in the amount of teacher talk and an increase in the amount of student talk/engagement and participation. ◆ The school held three after school events for parents and students. <ul style="list-style-type: none"> ○ The first event on 10/27 was called "High School Ahead" and "Anti – bullying". The target audience for High School Ahead was for 8th grade students and their parents (see attachment A for details). ○ The second event on 11/17 was called "Literacy & Math for All Students". All parents were encouraged to attend (see attachment B for details). ○ The third event on 12/9 was parent – teacher conference (see attachment C for details). ◆ The results of the ELA module one common formative assessments show: <ul style="list-style-type: none"> ELA I: 42% of students are at level 1 and 58% are at level 2. ELA II: 43% of students are at level 1, 31% are at level 2, 11% are at level 3, 12% are at level 4, and 3% are at level 5. ELA III: 11% of students are at level 1, 38% are at level 2, 31% are at level 3, and 20% are at level 4.
HS ELA All Students Level 2 and above (#21)	YELLOW	38%	1%	



HS ELA LEP Students Level 2 and above (#25)	YELLOW	38%	1%	ELA IV: 64% of students are at level 1, 31% are at level 2, 3% are at level 3, and 1% are at level 4. <ul style="list-style-type: none"> ◆ A review of the first quarter grades shows that 88% of students are passing the ELA III class. ◆ The results of the math modules common assessments show: Algebra module two: 79% of students are at level 1, and 21% are at level 2. Geometry module three: 100% of students are at level 1. ◆ Teachers are using formative assessments to identify students who are in jeopardy of not passing the course. The students are grouped based on varying factors (e.g. attendance, lack of motivation, linguistic, need of additional support, etc.). The next step will be to create a plan to help each group of students. For example, teachers will work with the attendance teacher, Say Yes site facilitator, and SST to address needs of students who have attendance issues. Teachers may create an incentive program for students who lack motivation. For those who need additional instruction, teachers may work with them on a schedule so they can stay for both of the after school programs. ◆ Teachers are using formative assessments to identify critical areas for re – teaching. For example, teachers analyze students’ test results to identify a trend such as “54% of students were able to correctly identify a bisected angle.” They break it down further by the number of students who answered correctly, those who received partial credit, and those who responded incorrectly. Once the analyses are complete, teachers identify the next instructional steps for those students who did not meet criteria. The teachers may choose to present the content again in a different manner, use different materials/manipulatives, and/or use different examplars/models. The administrative is monitoring this through classroom visits and lesson plans. ◆ Through classroom observations, the administrative team has seen a decrease in the amount of teacher talk and an increase in the amount of student talk/engagement and participation. ◆ The school is continuing to offer an after school program, in collaboration with Daemen College, for tutoring in the core content areas. A second after school program was established, in January, to offer students exam review sessions under Title III. All students are eligible to participate in either program, or both, depending on their individual needs. These sessions will continue to be offered (after the January Regents exams) as an extended learning time for students. The purpose of these sessions will be to provide additional instructional support to what is being taught during the school day. An emphasis will be place on content knowledge as well as test taking strategies. Progress reports, quarterly grades, benchmark assessments, and performance on state assessments will be used to measure progress. ◆ There are one ELA AIS, 2 math AIS, and 1 US History AIS classes for students who need additional support to increase their assessment achievements. This is an insufficient number of AIS classes to support all the students who are in need of additional help in order to pass the state assessments. For example, the school is anticipating 130 students who will take the Global exam who are not enrolled in a Global AIS class. ◆ The school has requested for additional AIS instructional staff and has not yet received approval.
HS Math All Students Level 2 and above (#27)	YELLOW	61%	1%	



2013 Total Cohort with 5 or more credits (#65)	YELLOW	38%	1%	<ul style="list-style-type: none"> ◆ School counselors are continuing to review student transcripts to ensure that students are on track. ◆ School counselors are continuing to meet with individual students, or small groups of students, to talk to them about graduation requirements and the multiple pathways to graduation as well as exam appeals. ◆ Students who are not on target are “adopted” by a member of staff as a mentor to discuss, guide, and assist them in getting back on track academically and increase attendance. ◆ The school is continuing to offer an after school program, in collaboration with Daemen College, for tutoring in the core content areas. A second after school program was established, in January, to offer students exam review sessions under Title III. All students are eligible to participate in either program, or both, depending on their individual needs. These sessions will continue to be offered (after the January Regents exams) as an extended learning time for students. The purpose of these sessions will be to provide additional instructional support to what is being taught during the school day. An emphasis will be placed on content knowledge as well as test taking strategies. Progress reports, quarterly grades, benchmark assessments, and performance on state assessments will be used to measure progress. ◆ Teachers are using formative assessments to identify students who are in jeopardy of not passing the course. The students are grouped based on varying factors (e.g. attendance, motivation, linguistic, concept, etc.). The next step will be to create a plan to help each group of students. For example, teachers will work with the attendance teacher, Say Yes site facilitator, and SST to address needs of students who have attendance issues. Teachers may create an incentive program for students who lack motivation. For those who need additional instruction, teachers may work with them on a schedule so they can stay for both of the after school programs. ◆ The school has partnered with UB to get additional help in one of the math classrooms. Pre – service math teachers come in on a rotating basis to help the classroom teacher with varying aspects of instruction. 				
2011 Total Cohort with 5 or more credits (#68)	YELLOW	43%	1%					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="646 728 727 1350" style="background-color: yellow;"> Yellow </td> <td data-bbox="646 1350 727 1446"> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. </td> <td data-bbox="646 1446 727 1543" style="background-color: red;"> Red </td> <td data-bbox="646 1543 727 1978"> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. </td> </tr> </table>	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.
Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.					



Part II – Key Strategies

Key Strategies <i>As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved Intervention plan/budget and instrumental in meeting projected school improvement outcomes.</i>			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.	
1. Job – embedded professional development for teachers	YELLOW	<ul style="list-style-type: none"> Approval was given to hire a .5ENL coach/.5 ENL coordinator. The position has been posted. The anticipated hire date will be mid – February. Teachers have taken a SIOF self – assessment survey. Based on this survey, teachers have selected strategies that they like/have used and modeled for each other during CPT. The school was notified that the SIG application was approved on 11.10.2015. The school was notified that the funds came through on 1.13.2015. The administrative team is currently working on the posting for a .5 data coach/.5 curriculum coach. Teachers have taken a SIOF self – assessment survey. The administrative team will use this survey to work with the leadership team to create a professional plan for the remainder of the school year. Through classroom observations and teacher feedback, the administrative team has identified areas of need for training, which will be part of the PD plan (above bullet), such as higher order thinking questions and training for teachers and aides/assistants on effective collaboration in the classrooms. The Lead Transition Facilitator has assisted in reviewing and rating the RFPs for consultants to work with the schools. One of the RFP applicants is Buffalo State College (BSC) that, if approved, will be providing some of the professional development trainings at Lafayette. Budget set up is scheduled for 2.3.2016 so the school can move forward with hiring the coach and providing training after school. 	
2. Professional development for teachers and school leaders	YELLOW	<ul style="list-style-type: none"> The parent facilitator has begun training parents on how to use the parent portal. The multilingual aides/assistants assist with parents who need linguistic support. At least three students have attended and actively participated in the SBMT meetings in November and December. Four students are members of the School Wellness Team (SWT). They help bring the students’ perspectives of root causes of areas in which may seem to be outside of academics yet have a direct impact on learning. The SWT are in the process of installing vending machines of healthy type foods. The proceeds will be used for school – wide incentives for students that will increase attendance and academic achievement. 	
3. Parent training	YELLOW	<ul style="list-style-type: none"> The parent facilitator has begun training parents on how to use the parent portal. The multilingual aides/assistants assist with parents who need linguistic support. At least three students have attended and actively participated in the SBMT meetings in November and December. Four students are members of the School Wellness Team (SWT). They help bring the students’ perspectives of root causes of areas in which may seem to be outside of academics yet have a direct impact on learning. The SWT are in the process of installing vending machines of healthy type foods. The proceeds will be used for school – wide incentives for students that will increase attendance and academic achievement. 	
4. Student leadership	YELLOW	<ul style="list-style-type: none"> The parent facilitator has begun training parents on how to use the parent portal. The multilingual aides/assistants assist with parents who need linguistic support. At least three students have attended and actively participated in the SBMT meetings in November and December. Four students are members of the School Wellness Team (SWT). They help bring the students’ perspectives of root causes of areas in which may seem to be outside of academics yet have a direct impact on learning. The SWT are in the process of installing vending machines of healthy type foods. The proceeds will be used for school – wide incentives for students that will increase attendance and academic achievement. 	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	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)

Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.

Status (R/Y/G)	Analysis / Report Out	GREEN	<ul style="list-style-type: none"> ◆ From 1 November to 15 January, the CET met three times: 11.4, 12.2, and 12.17 (see <i>attachments D</i> for sign – in sheets). The 12 January meeting was cancelled due to inclement weather. ◆ In these three meetings, the following were accomplished: <ul style="list-style-type: none"> ○ Members broke into small working groups to revise tenets 2 – 6. These small groups worked on their own time to make the revisions and reported back to the larger group for questions, feedback, and comments. Each group would take make additional revisions/edits based on the large group feedback. The team completed the revisions of all tenets and submitted the document to SED on 12. 22.2015. ○ The revised SCEP was shared with SBMT and the entire staff in January 2016. There are members of CET who are also members of the school – based management team (SBMT) so information sharing has not been an issue. ○ The team also worked on the CET recommendations. The team used the revised levels 1 and 2 indicators, the SCEP, the DTSDE, and the first quarterly report to guide their work. These recommendations were submitted to the district on 12.22.2015. ◆ Since returning from mid – winter break, two teachers who were on the team have moved on to other positions within the district. The Lead Transition Facilitator along with the administrative team are working on recruiting additional members. The parent facilitator and the community members on the team are also working on recruiting members. 		
<p>Powers of the Receiver</p> <p>Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.</p>					
Status (R/Y/G)	Analysis / Report Out	YELLOW	The District is in the process of negotiating receivership powers.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	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 – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy 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 the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1. Print rich environment	Due to its high enrollment of English language learners (ELs), teachers are very cognizant of the need to create print rich environments. The print can range from lesson objectives to bilingual word walls to labeled charts and graphs. Teachers make great effort to have print rich classrooms because they are aware that many of the ELs need to make a connection between spoken words and print and between print and concepts.
2.	
3.	

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____