

# Receivership

## Quarterly Report *and* Continuation Plan (2016-17)

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP, and Cohort/Model
Hughes Elementary School	42180010025	Syracuse City School District		Transformation/ Cohort 1
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Sharon Contreras	Ms. Paula DiGirolamo	Linda D. Mulvey, Chief Academic Officer Marie Perkins, Executive Director of Early Childhood and Elementary Education	3-5	145

### 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*.

The Hughes School Leadership Team and the Community Engagement Team merged, following incorporation of the CET Goals into the School's Comprehensive Education Plan. The Teams met monthly, and will continue to meet through June, to monitor the plan and progress toward goals. Attempts to engage families and to strengthen the home-school connection have been met with some success. A Parent Survey was provided to parents during Student Awards Ceremony in February, and have been available in Main Office for parent visitors. As a result, ten surveys were completed. Nine of the ten surveys stated that phone calls were the best mode of communication; all responded that they were "satisfied" with their child's teacher and program. Since the last Quarterly Report, the ARISE worker has been increased from two days to three days a week in order to meet the demands of a full case load and wait list. The Hughes Support Team has continued to make referrals to ARISE, as well as outside agencies in order to meet our students varied social-emotional and mental health needs. Student Office Referrals



have decreased since January from 1.2 to 0.9 referrals per day. This may be due in part to the Hughes Staff’s refocus on recognizing positive behavior through: newly created Student Council; Student of the Week Program; and school-wide classroom compliments. The goals of the SCEP and CET are ongoing including Instructional Rounds conducted in January and March to explore teacher use of higher-order questions and student discourse. As a result, Professional Development on Tuesday mornings is focused on development of student discourse in the classroom, as well as continued focus on effective questioning techniques. The CET Plan is posted on the school’s website, along with the School’s Vision Statement. In addition, articles highlighting school events are posted, and will soon include Student of the Week Information.

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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.

**Please note** - This document serves as the continuation plan for Receivership schools for the 2016-17 school year. All prompts submitted under the “2016-17 School Year Plan” heading should directly align with approved 2015-16 interventions plans (SIG, SIF or SCEP), and must have input from community engagement teams.

**Directions** - District and school staff should respond to the Analysis/Report Out sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2016-17 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan



Priority School make yearly progress	YELLOW	NA	Make Progress	On Track to Make Adequate Progress	
School Safety	YELLOW	8	<7 Serious Incidents OR 10% reduction in Serious Incidents	0 incidents: On Track to Meet Target	
3-8 ELA All Students Level 2 & above	YELLOW	21%	40% OR 1% Increase	29% of All Students scoring on or above Network average for ANet Assessments 1, 2 and 3: in correlation with New York State Test, On Track to Meet Target	
3-8 Math All Students Level 2 and above	YELLOW	37%	38% OR 1% Increase	35% of All Students scoring on or above Network average for ANet Assessments 1, 2 and 3; in correlation with New York State Testing, On Track to Meet Target; From A-Net Interim 2 to Interim 3 Measurement, Numbers & Operations in Base Ten, and Operations & Algebraic Thinking 28% percent proficient improved.	
3-8 ELA All Students MGP	YELLOW	49.94	50.72 OR 1% Increase	In ELA all third graders increased from 34% on ANet 1, to 39% on ANet 3; Grade four decreased from 31% on ANet 1 to 28% on ANet 3; fifth grade scored 36% on ANet 1 and ANet 3	



**LEVEL 2 Indicators**  
 Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Student Suspension Rate (Out of School)	G	17%	11% OR 1% Decrease	4.17% on Track to Meet Target	
3-8 ELA Black Students Level 2 and above	Y	18%	35% OR 1% Increase	29% of ELA Black Students scored at or above Network average for ANet Assessments 1, 2, and 3; in correlation with New York State Assessments, on Track to Meet Target	
3-8 ELA ED Students Level 2 and above	Y	20%	37% OR 1% Increase	28% of ELA ED Students Level 2 and above scored on or above the Network average on ANet Assessments 1,2, and 3; in correlation with New York State Assessments on Track to Meet Target	
3-8 Math ED Students Level 2 and above	Y	34%	35% OR 1% Increase	90% of students are Economically Disadvantaged; therefore the 3-8 All Math student metrics applies (see Level 1 Indicators)	
3-8 ELA Black Level 2 and above Gap with non-Black Students	Y	13%	<=10% OR 1% Increase	95% of the Hughes students are designated Black, therefore, the gap is negligible	



<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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Attention – Please contact the Office of Accountability with any questions, concerns or points of clarification regarding Demonstrable Improvement Indicators for the 2015-16 and 2016-17 school years at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov). In addition, all SIG and SIF schools must submit an updated Attachment B no later than August 31, 2016. This may be found at <http://www.p12.nysed.gov/turnaround/SIGOnlineToolkit.html>.

## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. 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. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. By November, 2015 the School Leadership Team will identify priorities within the Hughes SCEP and write aligned SMART Goals	GREEN	SCEP Plan complete with Smart Goals and CET Recommendations incorporated in Plan: as a result of the District Lead School Review, Hughes Leadership Team will Develop SMART Goals and a plan to share and invest stakeholders in these goals will be created, beginning with first meeting on May 5, 2016. The School Leadership Team also completed the self-assessment to identify strengths and needs in preparation for the School Review.		
2. By November, 2015 and continuing through June, 2015, teachers will set achievement targets for each instructional unit based on grade-level benchmarks as well as	GREEN	Teachers have completed third administration of Achievement Network (ANet) Assessments and have completed and implemented Action Plans for this quarter.		



	<p>quarterly interim assessments through Achievement Network, that are rigorous, coherent and aligned to the CCLS, as evidenced by a minimum of 3% increase on New York State Assessment scores in ELA and Math for the 2015-16 school year.</p>		<p>ELA scores on the three tested Domains remained the same from A-Net Interim 2 to Interim 3. Vocabulary is the school’s relative strength, while students perform similarly on Informational text and Literature (31% proficient). Instructional coach will continue to guide teachers to develop and implement differentiated centers during reading instruction. Next steps include guiding teachers to develop and strategically place in lesson plans specific higher level questions aligned to the rigor of the lesson objective. Teachers will also be guided to analyze and respond to students’ responses. Admin will continue to focus regular walkthrough feedback on the use of higher order questions.</p> <p><b>MATH</b></p> <p>From A-Net Interim 2 to Interim 3 Measurement, Numbers &amp; Operations in Base Ten, and Operations &amp; Algebraic Thinking percent proficient improved. In analysis of Interim 3 data school-wide, Geometry continues to be the school’s relative strength, while Numbers &amp; Operations-Fractions is the relative weakness. During team meetings, the Math Coach will continue to provide teams with training on deconstructing the Standards and specific strategies that address teaching fractions.</p>	
3.	<p>Beginning September, 2015 and continuing monthly through June, 2016, teachers will be provided with ongoing professional development, delivered by the Instructional Coaches and Elementary Intervention Specialists, that targets</p>	YELLOW	<p>Math Specialist meets weekly with the Math teachers and ELA Specialist meets weekly with ELA teachers in grades three through five to delivery targeted Professional Development based on: district initiatives; results of the ANet Assessments; administrative formal and informal observations. As a result of increased focus on recognized areas of need,</p>	



	<p>development of engaging, higher-level, rigorous tasks with multiple points of entry in Mathematics and ELA instruction, as well as development of higher-order questioning, as evidenced by lesson plans and direct observation of instruction throughout the school year 2015 -2016, resulting in 3% increase in student scores on New York State ELA and Math Assessments..</p>		<p>student performance school-wide in Math on A-Net increased 1% from Interim 2 to Interim 3; and 60% of students in grades 3 and 4 improved from Interim 2 to Interim 3 (36% in 5<sup>th</sup>). While ELA had a slight decrease in percent proficient overall on A-Net from Interim 2 to Interim 3 (1%). Fifty-one percent (51%) of grade 5 students improved from ELA A-Net Interim 2 to Interim 3; 43% improved in grade 3 and 26% improved in grade 4. Teachers were coached to analyze the data and create and implement re-teaching plans.</p>	
<p>4.</p>	<p>In order to provide ongoing mechanisms for family and community engagement, Hughes will establish a Parent/Community Involvement Team to include Social Worker; School Psychologist; parent; teacher(s) for the purpose of connecting students and families to community resources that will facilitate and strengthen student learning and well-being.</p> <p>This team will establish community Partnerships with: local Public Library to provide tutoring and enrichment; Bright Smiles Dental Clinic; Parent University classes held at Hughes; local colleges and universities to provide tutoring during school hours; establish</p>	<p>GREEN</p>	<p>School Social Worker continues with ongoing communication with families regarding attendance; interventions and referrals to social Agencies. The Arise Worker has a full caseload (15 students); Huntington FSSS Worker has caseload of eleven students (full caseload is 15). The School Social Worker has made two referrals with parents to outside agencies for Mental Health Services. The Promise Zone Specialist meets with 8-11 students daily, and interacts with other students on a weekly basis, providing social emotional support.</p> <p>As a result of the District Lead Site-Review, Hughes School will formalize the identification and referral process so that it clearly outlines protocols, structures and roles of all stakeholders in supporting students' social and emotional health.</p>	



	quarterly parent data sessions to share student academic data, as well as ways to empower families to support student learning at home.			
5.	Strengthen the instructional program, based on student needs through establishment of “all hands on deck” using Special Area Teachers’ open blocks to push in to classrooms daily, working with small student groups in order to deliver targeted, individualized instruction, based on analysis of district assessments including: Achievement Network quarterly assessments in Mathematics and English Language Arts; monthly Unit assessments. Teachers will create individualized mini-lessons that are rigorous, aligned to state academic content standards and data driven. As a result, students will demonstrate a 1% increase in levels 2 and above on the New York State ELA and Math assessments.	GREEN	STAR Data Assessment was used to group students to receive additional skill based support. Skills were identified using the focused skills indicated on the STAR student report and the skills that quickly build foundational understanding. Based on students’ post-test, they were moved on to the next focus skills. One hundred percent of the third and fifth grade students in math have individualized supports based on the focus skills. Students receive supports 4-5 times weekly for 15 minutes.  (data already cited in Level II Indicators)	
5	Ensure that teachers are effective and able to improve instruction that is aligned with state academic standards, by establishing the non-negotiables: lesson plans that show evidence of data-informed	GREEN	The Administrative team increased documented walkthroughs from January to March with targeted focus. The walkthrough form was revised to narrow in on the school-wide priorities. Admin, along with the school level instructional leaders, analyzed lesson plans to identify strengths and opportunities for	





	instruction designed to meet the demands of the Common Core Learning Standards, provide differentiated instruction and higher-order questioning; supported by embedded, ongoing Professional Development provided by the Instructional Coaches, resulting in a 1% increase in levels 2 and above on the New York State ELA and Math assessments		growth across the school and by teacher. Feedback was generated and teachers received individualized coaching support to address need areas. Professional development topics were identified based on the noted trends.	
<b>Green</b>	Evaluate the effectiveness of the after-school program and its impact on student performance. Strengthen the connection between the Hughes after-school program run by the YMCA and the regular day academic program, in order to support students in meeting academic goals.	<b>yellow</b>	43% of students in the After-School Program increased an average of 10 % points between ANet 2 and 3 Math Assessments; and on average 18% points in ELA.	

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

<b>Community Engagement Team (CET)</b>		
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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Yellow	The Hughes CET merged with the School Leadership Team in January, 2016, meeting monthly to review the School Comprehensive Education Plan, with the incorporated the CET Goals. The team planned and implemented a Family Dinner Night to explain the importance of the New York State Assessments and changes made to the tests. While 63 people were	



	<p>expected through R.S.V.P., 20 adults and children attended. A Parent Interest Survey was provided, resulting in 5 completed surveys. In addition, an informational letter highlighting upcoming events for each month (ie. Student Award Ceremony, Family Dinner Night, Student Council Speeches) parent attendance was low , with nine parents/guardians being the highest number in attendance at the Family Dinner event. The CET Members focused on the poor attendance at events during the March Meeting. The SLT and CET decided to continue plans for a day time Family Carnival Event.</p>	
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**Powers of the Receiver**  
 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.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
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Green	<p><b>1. Review and Make Changes to the School Budget –</b></p> <p>For the 2015 – 16 school year, the Superintendent, has allocated an additional \$7,000.00 from the general fund in order to support Hughes relative to its need. This additional weighted student funding and the current staff allocation during the phase-out period enables Hughes to maintain its low class size, provide targeted interventions for identified students, provide rich experiences for students and implement professional development activities outside of the regular school day. Hughes has also concentrated on family engagement in order to empower families to assist students at home and be true partners in their children’s education. As a result of this work, we are anticipating a significant increase in parent participation in family engagement activities, being able to observe identified strategies of professional development integrated into the classroom, increased opportunities for parents to participate in their child’s education, and significant gains in progress monitoring and summative data.</p> <p><b>2. Implement Professional Development for Staff –</b></p>	
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<p>Professional development at Hughes is determined by SCEP goals and observations made during classroom walk-throughs. Every Tuesday a morning professional development activity for the whole staff focuses on school wide strategies while more targeted professional development occurs within the week. Teams meet as vertical teams, by content or by horizontal teams to collaboratively plan, learn about restorative practices, develop strategies for PBIS, analyze data to determine instructional focus areas, learn writing strategies and analyze student work and discuss and plan for higher order questioning techniques within the classroom during the professional development activities that occur within the work day. In order to insure that these strategies impact classroom instruction, Instructional Rounds are planned to collect data and provide feedback for teachers.</p> <p><b>3. Create/Change School Program and Curriculum –</b>          Hughes follows the district curricula and focuses on the Math Modules as the foundation of all instruction. Because Hughes is serving only students in grades 3 through 5, they have not made changes to the curriculum. The focus is to provide consistency for Hughes’ students in a phasing out school. The focus is on building and continuing a sense of pride for staff and students alike to be able to continue to improve student outcomes. School wide assemblies are conducted every Monday that focus on culture and climate and reinforce positive behaviors and attitudes towards school. Topics such as why school is important, discussing and acting out behavioral expectations and other having pride in Hughes have assisted students in maintaining a sense of school community. In order to be able to focus on students instructional needs, Hughes has also implemented an “all hands on deck” approach. All staff, including special area teachers, are scheduled to instruct small groups by pushing into classrooms. The analysis of progress monitoring data, interim assessments (ANet), and summative assessments drives the student groupings and targeted</p>	
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interventions aimed at each group with the goal of accelerated growth toward personal academic goals for all students.			
<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 – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<b>2016-17 School Year Plan</b>			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	Institute PBIS strategies school-wide with a focus on Restorative Practices and climate building activities including Morning Meetings in each classroom, each day; continue school-wide morning meetings to build climate and culture; Provide ongoing Professional Development on rigor and delivery of lessons with multiple points of entry	Positive school wide and classroom climate positively impacts student achievement  Rigorous curriculum, with well planned lessons that imbed higher-order questions/student desired response and multiple points of entry will lead to greater student achievement
3.	Instruction by Highly Qualified Teachers	Addressed through Talent Management to ensure all teachers are highly qualified	District Level hiring practices in place to ensure all teachers are highly qualified
4.	High Quality and On-going Professional Development	Teachers engage in monthly Professional Development delivered by district and outside experts, based on teacher needs, ie. Peaceful Schools; Promise Zone; Math and ELA Specialists; highly encourage staff to participate in district offered Saturday Academies and Summer Professional Development	Professional Development needs are based on analysis of teacher evaluations and administrative walk throughs identifying teacher needs to ensure teachers are employing effective teaching practices
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	Addressed though Office of Talent Management hiring practices	District level protocols and procedures are in place to ensure highly qualified teachers are attracted and hired for High Needs Schools
6.	Strategies to Increase Parental Involvement	Plan a back to school Family Event dinner; plan a Fall information session to include curriculum and how parents can	Schools, in partnership with students’ families will focus on strengthening the instructional core, including ensuring



		best help their students at home with learning; create a monthly newsletter that includes school data; grade level learning objectives; school events. Create survey to be delivered at Open House to elicit parent input on events and ways they can help in the classroom, ie. Room Mothers; include raffles during family events to encourage family participation	parents understand what can be done at home to help students reach grade level academic goals.
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A Hughes School is Phasing Out and projected to have grades four through five	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	Math and ELA Instructional Coaches and administrators engage in monthly data meetings; teachers meet weekly with ELA and Math coaches to create lesson plans that address the diverse needs of students, based on the STAR and ANet data	Teachers must use data driven instruction in order to make informed decisions and to plan effective, rigorous instruction in order to meet individual student learning needs in order to increase student achievement
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	Students identified through data analysis receive AIS services from the ELA and Math Interventionists; students also receive additional support through push-in “All Hands on Deck Model” (Key Strategy number 5)	When students demonstrate difficulty attaining expected outcomes, students benefit from targeted interventions delivered in conjunction with: EIS services; differentiated learning centers in the classroom and root causes defined, to ensure removal of barriers to learning.
10.	Coordination and Integration of Federal, State and Local Services and Programs -	Intervention Supports and Special Education per State and Federal mandates	NA

**Part V – Best Practices (Optional)**

<b>Best Practices</b>	
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.	



2.		
3.		

**Part VI – Fiscal**

Budget Analysis/Narrative and Budget Documents – 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. <u>Please note</u> , separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	GREEN	<p><b>Demographics:</b></p> <p><b>Hughes Elementary School is located in an economically challenged community in Syracuse with a diverse population. In 2014-15 Hughes Elementary operates with grades 3-5 and enrollment demographics of 27% ELLs, 27% Students with Disabilities, and 88% Economically Disadvantaged. 72% of students are Black or African American, 8% Hispanic or Latino, 6% White, and 3% mulit-racial.</b></p> <p><b>Academic Achievement (2014-15 Report Card):</b></p> <p><b>3-8 Math proficiency of 8%, up from 6% the prior year and 3-8 ELA proficiency of 5%, down from 6% the prior year. In 2013-14 the District implemented a phase-in / phase-out plan beginning with no Kindergarten offering in 2013-14 and reduction of grades 6, 7, 8. Then in 2014-15 Hughes continued to phase out one grade level per year as The Syracuse Latin School began to phase-in one grade level per year. 2015-16 is the second full year of phase-in / phase-out at the Hughes Campus with Syracuse Latin in grades K-2 and Hughes offering grades 3, 4, 5. Full phase-out will be completed at the end of 2017-18 school year when the fifth grade class moves up to middle school.</b></p> <p><b>Professional Development and Teaching Supports:</b></p> <p><b>Hughes Elementary School educational program continues to be supported with job-embedded professional development for staff on common core, data-drive instruction, Annual Professional</b></p>



	<p><b>Performance Review (APPR) and student discipline / code of conduct. There are professional development opportunities related to the use of data to guide instructional practices and decisions at the school and classroom levels. All teachers receive professional development on the Teaching &amp; Learning Framework and Rubric and will be evaluated on their performance according to the tenants of this rubric.</b></p> <p><b>Additionally in 2015-16 the district increased support at Hughes Elementary School by adding two Academic Intervention Specialists, one for Math and one for Literacy. These positions provide small group and one on one academic intervention for struggling students to target support in the specific academic areas challenging particular students with the goal of increasing their master of each skill and overall academic achievement.</b></p> <p><b>Hughes Elementary School also has ½ time ELA Coach and ½ time Math Coach to support teachers in these academic areas. There have been no reductions to AIS or Coach supports despite the reduced number of students served at Hughes Elementary School thereby lowering the student to Academic Intervention Service and lowering the teacher to Coach ratio in 2015-16.</b></p> <p><b>Hughes Elementary School has a PBIS – Positive Behavior Interventions &amp; Supports program serving all students. This program focuses on social, emotional and academic outcomes for students, especially those with disabilities.</b></p> <p><b>Student Opportunities:</b></p> <p><b>Hughes Elementary School students have the opportunity to engage in extracurricular activities for students, afterschool programs provided through Say Yes to Education, summer school enrichment, summer reading and summer academic programs offered throughout the district. All of these programs and opportunities will be available to Hughes Elementary School students through the end of the final phase-out year.</b></p> <p><b>General School Support:</b></p> <p><b>Hughes Elementary School Instructional and Instructional Support Staff of 54.4 in 2015-16 is as follows:</b></p> <p><b>4.0 School Administration &amp; Supervision</b></p> <p><b>17.4 Common Branch Grade Level &amp; Specials Teachers</b></p>
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	<p><b>27.0 Special Education Teachers</b></p> <p><b>1.0 Library</b></p> <p><b>1.0 Health Services</b></p> <p><b>1.0 Psychological Services</b></p> <p><b>3.0 Title I Parts A &amp; D Intervention Supports (AIS Teachers &amp; Coaches)</b></p> <p><b>54.4</b></p> <p><b>As a Community Rated School District, the children attending Hughes Elementary School all receive free breakfast and lunch and snack every day of school and summer school. Additionally summer feeding programs are provided throughout the Hughes community for students not attending summer school for academic and enrichment support.</b></p> <p><b>The Syracuse District provides a robust Parent University program with our Title I Parent Involvement funding to parents in the Hughes community. This program provides basic parenting skills training, adult job training including basics such as drivers education and defensive driving courses and resume / interview training, basics on how to support children at all grade levels with healthy living, homework, study skills and a safe and loving environment. These services are designed to facilitate the nurturing environment at home that compliments the environment we provide students at Hughes.</b></p>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10's.</p>	





RECEIVER:

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): Sharon L. Contreras, Ph.D.

Signature of Receiver: Sharon L. Contreras

Date: 5/2/16

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): Dimitrious Kiritisis, Special Education Teacher

Signature of CET Representative: D. L. S. K. L.

Date: 4.22.16