

Receivership Schools ONLY

Quarterly Report #2: *October 31, 2016 to January 30, 2017*

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:			
School #8 Roberto Clemente	261600010008	Rochester City School District	EL Education	SIG/SIF		SCEP	
				Cohort: SIG Cohort 6			
				Model: Community-Oriented			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane - Williams	Laurel Avery-Detoy	Beth Mascitti-Miller, Chief of Intensive Supports and Innovation Michele Alberti, Executive Director of School Innovation		PK-8	10.6% as of 1/17/2017	17.3% as of 1/17/2017	565 as of 1/17/2017
	Appointment Date: August, 2015	Carrie Pecor, Director of Program Accountability					

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*.

School #8 is supported by a School Improvement Grant (SIG) Cohort 6, and is in Receivership- year 2. The SIG 6 grant has provided the ability to move forward with planned school improvement as part of the school's EL Education work plan, and School #8 continues to make progress. The school has established a positive change in school climate from SY 15-16 in order to create a consistent learning environment aligned with the EL Education model of inquiry-based, hands on learning. The school's plan for improvement continues to be centered on these key strategies.

1. Implementing a strong, sustainable EL Education (Expeditionary Learning) Community School Model that involves all stakeholders.
2. Utilizing consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education opportunities for students, and enrichment will provide well-rounded opportunities for students. This includes Data Driven Instructional planning to identify performance trends and implement strategies that meet the needs of all students.
3. Implement Expanded Learning Time to deliver at least 200 additional hours of quality instruction, focused on intervention, acceleration and enrichment.

Level 1 indicators (#1, #9, #15, #33, #39, and #85), selected by the State Education Department (SED) support student academic achievement in ELA, math, and science according to NYS standards. Instructional coaching provides support for teachers through an established DDI cycle of collection, analysis, and planning to meet the needs



of all students. Rtl Groups are being provided to all students based on assessment data that identifies the gaps and interventions/enrichments needed by group and by student. An additional Level 1 indicator regards School Safety. Second Step curriculum is continues to gain traction in all grades (K-8) to address the needs of students and demonstrate progress towards this indicator. Most staff has been trained Second Step. Therapeutic Crisis Intervention training will continue over February recess, led by our Social Emotional coach, who also oversees, models and co-teaches strategies and provides on-demand coaching and classroom support.

Level 2 indicators (#11, #14, #17, #20, and #94), selected based on meetings with the School Based Planning Team (SBPT) and Community Engagement Team (CET), also address student academic achievement in ELA and math. Indicator #94 sets the goal to provide Extended Learning Time (ELT). ELT changes in SY 16-17 include the addition of TEAM (EL Education CREW) time for all students to provide an opportunity for community building, social/emotional supports, and a parent component to support student-led conferencing. Our first student-led conferences occurred in October, and 100 % of students participated, with about 75 parents attending for one or more of their children. Students without a parent present conferenced with adult volunteers from within the building or Rotary partners. The next student-led conference will take place in May.

Community partnerships continue embracing many organizations including Genesee Mental Health and Monroe County Mental Health, as well as others that help to support work primarily focused on student social/emotional development and health. Based on needs assessments conducted during the first half of the year, supports provided by The Center for Youth have been adjusted as such, and now include two crisis intervention specialists and one alternative to suspension (ATS) support staff. This has been key to providing alternatives to suspension and has significantly reduced the number of long and short term suspensions. A cohesive Tier I, II, III Intervention Plan that is coordinated by the Mental Health Team is also a component of this comprehensive plan that provides support for all students. The plan details the roles and responsibilities of all stakeholders who support students, including parents, teachers, support staff, building administration, and community partners. This team meets weekly to identify students targeted by staff and/or data as potential concerns. Work continues to be grounded in restorative practices and has been supported by staff and families. The restorative outcome is decided with all stakeholders having a voice. This continues to improve our school climate and culture.

Additional partnerships exist with St. Thomas Episcopal Church, Hillside, and the Rotary to support student academic achievement, and the YMCA to provide enrichment opportunities for students during and after the school day. AmeriCorps also provides support daily that permits teachers and instructional coaches to participate in common planning time. This time is used to analyze student data, and includes looking at student work to inform instructional planning and delivery, and reviewing student placement for walk-to-intervention groups. NWEA and AIMSWeb testing is being conducted (1/9/17 - 2/10/17); this data is provided with this report. With established positive climate and culture changes, the school continues to focus on good first teaching. Improvement in this area is evidenced by data collected during administrative walk-throughs and EL Education peer walk-throughs. Recently established, the EL Education Principals' Network includes the principals of Schools #8, #10 and #58 (all EL Education schools), and serves as a mechanism for collegial collaboration and reflection. Principals participate in walk-throughs at one another's schools, and use a walk-through protocol focused on good first teaching and each school's individual EL Workplan, to collect data and provide recommendations to one another for continued improvement. There is also a partnership with Genesee Community Charter School (GCCS), for K-2 professional learning that targets ELA literacy skills.



The work of improvement is discussed and monitored by the Community Engagement Team, a strong team that includes all stakeholders that meets monthly. The Parent Liaison for the school currently represents the parent constituency and continues to actively recruit parent participation. The CET is responsible for review of the following: progress towards Receivership targets, SIG implementation, and DTSDE recommendations and their implementation.

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.



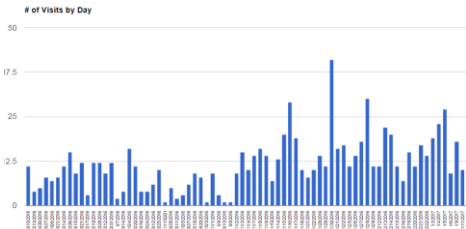
Part I – Demonstrable Improvement Indicators

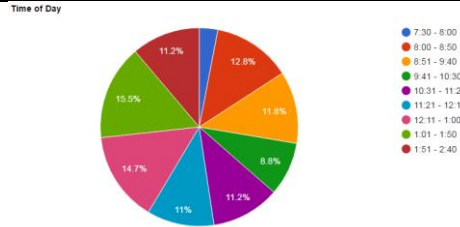
<i>LEVEL 1 Indicators</i>																																							
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send 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?																																		
<i>Indicator #1: Priority School make yearly progress</i>		N/A	Make Progress	<ul style="list-style-type: none"> NWEA % of projected proficiency by grade level (no K): EL and Math Grades 1-6 AIMSWeb- grades 1-6 K - Brigance NWEA, AIMSWEB, and i-Ready grades 7-8 <p>NWEA Winter 2017 Projected Proficiency forthcoming. (Testing window open until 2/10/17).</p> <table border="1"> <thead> <tr> <th colspan="4">School #8 Preliminary NWEA Data - Winter 2017 Administration</th> </tr> <tr> <th rowspan="2">Grade Level</th> <th colspan="2">% of Students at Grade Level Norm</th> <th rowspan="2"></th> </tr> <tr> <th>Math</th> <th>ELA</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7%</td> <td>11%</td> <td></td> </tr> <tr> <td>4</td> <td>6%</td> <td>15%</td> <td></td> </tr> <tr> <td>5</td> <td>6%</td> <td>10%</td> <td></td> </tr> <tr> <td>6</td> <td>8%</td> <td>16%</td> <td></td> </tr> <tr> <td>7</td> <td>2%</td> <td>7%</td> <td></td> </tr> <tr> <td>8</td> <td>11%</td> <td>21%</td> <td></td> </tr> </tbody> </table>	School #8 Preliminary NWEA Data - Winter 2017 Administration				Grade Level	% of Students at Grade Level Norm			Math	ELA	3	7%	11%		4	6%	15%		5	6%	10%		6	8%	16%		7	2%	7%		8	11%	21%		<p>Student assessment results continue to impact flexible grouping for intervention, and Tier I, II, and III instructional planning that is aligned with the expanded Walk to Intervention model for SY 16-17, for grade levels K-6.</p> <p>Reading teachers (2.0) assigned by the District provide instructional support for the school’s Walk to Intervention. 1 FTE in K-2 by provides Tier II instruction, and another FTE provides Tier II intervention in the upper grades.</p> <p>As an addition to the school’s portfolio of support, School #8 has entered into a grant agreement with Genesee Community Charter School and EL Education to roll out a foundational skills program for grades K-2. 7 out of 10 classrooms are participating at School #8, and all classrooms are participating at the Charter School. The goal of the program is to increase literacy skills for all students by incorporating a sensory integration component into the curriculum/instruction to provide support for all</p>
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					<p>students’ learning styles. The evidence suggests that our partnership has encouraged staff to implement literacy best practices and has fostered shared learning between both school sites.</p> <p>Administrative walkthroughs and observations have been completed continually since September and provide feedback to teachers that impacts instructional delivery. The EL Coach is supports individual teachers and teacher teams twice per week through co-teaching, modeling and /or discussion of data.</p> <p>Data walls are established in most classrooms and an administrative data wall, displaying schoolwide data, is displayed in the coaches’ office. All teachers have access to comprehensive student information through a shared Google Drive, and includes academic and social/emotional data for each child . These data provide a resource for making informed decisions regarding academic and social/emotional programming for each and every student by face and by name.</p> <p>School #8 will continue to support student social/emotional health in order to remove barriers to instruction and learning. The school’s Tiered Intervention Plan defines the role of key players including teachers, support staff, administration, parents, and students. The Support Team is now established, and monitors the Rtl process for all students. Data from the Student Behavior Teacher Perception Survey , Office Discipline Referrals, and SPA are used to identify students who are in the greatest need of social/emotional supports so that early intervention can be</p>
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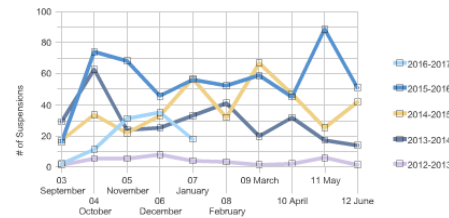


					<p>provided. Suspension and Incident data (included with Indicator 5) are also used to monitor progress.</p> <p>The master schedule includes 100 minutes of grade-level common planning time weekly. Embedded weekly professional learning opportunities that take place during this time include data meetings, EL protocol training, direct interaction with the RCSD's Executive Directors of ELA and Math, and social/emotional and classroom management strategies, based upon the book, Management in the Active Classroom.</p>
<p><i>Indicator #5: School Safety</i></p>		<p>19</p>	<p>< 6 Serious Incidents or a 15% reduction = 16</p>	<p>Currently, data is being collected out of the two Cool Down Zones that include:</p> <ul style="list-style-type: none"> ● reason for referral ● length of time in Cool Down Zone ● resolution to referral reason ● repeat referrals <p>A sample of one type of data collected is below that tracks number of visits and time-of-day by students to the Cool Down Zone to help identify trends in behavior:</p> 	<p>Suspensions to date continue to be fewer than in SY15-16, as indicated on the graph to the left. YTD, School #8 has reported 2 serious incidents and is on-track to meet or exceed the minimum target of a 10% reduction from the baseline above. School climate is significantly improved based on feedback from all staff and decreased instructional disruptions.</p> <p>Improved school safety has led to increased attendance. The school's average daily attendance is 88.8% as of 1/17/2017, an increase of 1 percentage point from the overall attendance last year, and slightly increased from last quarter's report (~.4%). Attendance is closely monitored by the school's counselor, who conducts home visits for students whose attendance habits exhibit concern.</p> <p>Continued support of 2.0 Social Workers, continued professional development in implementation of Second Step curriculum, Therapeutic Crisis Intervention, and Restorative Practices and the school's Cool Down Zones</p>

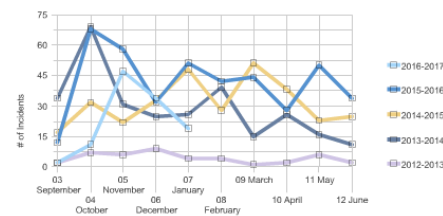


The school also reviews data on student attendance, incidents and suspensions by month as indicators of success in maintaining a positive school climate.

Suspensions by Month



Incidents by Month



have contributed to the school’s significant reduction in suspensions since the large spike in October 2015.

The school is still on track to meet its SY1617 target for this indicator.



<p><i>Indicator #9: 3-8 ELA All Students Level 2 & Above</i></p>		<p>19%</p>	<p>42% or at least a 3% increase</p>	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	<p>The school met the minimum required for this indicator. Work addressing this and indicator #33 will contribute to the school’s ability to meet or exceed this target.</p> <p>See indicator #33.</p>
<p><i>Indicator #15: 3-8 Math All Students Level 2 & Above</i></p>		<p>15%</p>	<p>41% or at least a 3% increase</p>	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>The school exceeded the minimum required for this indicator. Work addressing this and indicator #39 will contribute to the school’s ability to meet or exceed this target.</p> <p>See indicator #39.</p>
<p><i>Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)</i></p>		<p>49.66</p>	<p>50.72 or minimum of a 1% increase for all students</p>	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	<p>The school continues to develop Walk to Intervention by implementing a deeper data analysis and identifying impact to instructional planning during common planning time with the support of Instructional Coaches. Student gaps and opportunities for acceleration have been identified twice by summative assessment (NWEA and Aimsweb Plus), and groups are flexibly redefined based on need at least every 4-6 weeks. Each grade-level also worked with the coaches to develop the second common writing task, which will be administered and analyzed in February. Teachers will provide meaningful feedback to students using the district rubric and the 6+1 Traits of Writing in an effort to continue to improve student achievement in writing. School-wide writing prompts will continue to provide feedback regarding the needs of students in the</p>



					<p>aggregate to help support a schoolwide improvement plan in ELA.</p> <p>Professional development on data-driven instructional planning and delivery takes place during common planning time, and has occurred for all staff 50 minutes per week since the beginning of the school year. Staff review student data sheets and update flexible student intervention groups as appropriate to better meet individual student need.</p> <p>Student data profiles, updated in Google, allow all staff access to academic and social/emotional data to address individualized student need and personalize instruction.</p> <p>Expansion of blended learning opportunities at all grade levels support progress toward this target and provide individual differentiation based on student needs.</p> <p>The school continues to use the following tools to improve student performance in ELA:</p> <ol style="list-style-type: none"> a. Building-based common writing assessments, grades K-8. Will do a growth analysis after the second administration. b. Intervention groups- Walk to Intervention, grades K-6. Use of AimswebPlus progress monitoring tool for all grade levels. Tier 3 students are weekly, Tier 2 students are biweekly, Tier 1 students are monthly. c. Reading Specialists- support targeted literacy interventions for students. Adjusted 1/27/17 due to Aimsweb benchmarks. Really Great Reading Blitz is used at grade 5-8.
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					<ul style="list-style-type: none"> d. Intervention Specialists- highly trained teachers to support Tier III intervention for identified students and provide data analysis support for teachers e. Expanded Learning Time model- academic support for identified students f. Blended learning includes the following programs- -Language Live (6 grade)- Compass, Lexia, STAR in primary grades. iPads (4 devices per classroom) have been provided. g. PD is aligned to the EL Learning work plan and CCLS h. Honors classes at grades 7-8 to support acceleration where appropriate NWEA math growth of 3.23 points on average, national average growth is 2.8 points for Honors 8 group
<p><i>Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)</i></p>		43.78	51.17 or minimum of a 1% increase for all students	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>The school did not meet the required minimum for this indicator. It has implemented building-wide use of the RCSD Common Math Assessments. These assessments, along with data from AIMSWeb and iReady (data available after 1/30), are being used to frequently monitor student progress, identify gaps, and impact instructional planning. Planning and delivery of effective, inquiry-based, project-based instruction will be the focus, aligned with the school's EL Education Work Plan.</p> <p>Professional development on data-driven instructional planning and delivery takes place during common planning time, and has occurred for all staff 50 minutes per week since the beginning of the school year. Staff review student data sheets and update flexible student intervention</p>



					<p>groups as appropriate to better meet individual student need.</p> <p>Student data profiles, updated in Google, allow all staff access to academic and social/emotional data to address individualized student need and personalize instruction.</p> <p>The school continues to use the following tools to improve student performance in math:</p> <ol style="list-style-type: none"> Blended Learning: First in Math is now available and conversations/training with teachers to present this as an option have begun; i-Ready is being used as an ELT math support at the 7-8 grade levels to provide additional math intervention for students. Continual training is available through coach, AP and webinars. PD is aligned to the EL Learning work plan and CCLS Algebra I to accelerate learning is being offered to 18 Grade 8 students. These students have shown growth on the most recent NWEA math assessment greater than the national norm. Algebra I math teacher offers free after school tutoring to students two times per week.
Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above-		28%	47% or minimum of a 3% increase in this group's academic performance	<ul style="list-style-type: none"> NYS 4th and 8th grade science scores Living Environment Report Card Grades data provided through instructional software such as iReady 	<p>The school addresses the needs of students by aligning EL Expeditions with science curriculum. For example, fourth grade will address specific science content by supplementing their regular science instruction with the Simple Machines module. They also will study water samples and patterns in the nearby Genesee River.</p> <p>School #8 provides 2 sections of Living Environment for 8th grade students to help accelerate their educational</p>



					<p>programs. Targeted after school tutoring is scheduled to begin in March to assist with deeper development of content skills and knowledge and to begin to prepare 8th graders for administration of the Living Environment Regents exam.</p> <p>“Science Word of the Week” has been implemented. Academic vocabulary is selected, posted on each floor, and runs across the electronic “ticker” in the main foyer. This vocabulary is used by every adult interacting with students, school-wide, to ensure Science and academic tier 2 and 3 vocabulary becomes part of everyday speech of students.</p>
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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?
<i>Indicator #11: 3-8 ELA Black Students Level 2 & Above</i>		17%	37% or has a minimum of a 3% increase in the group’s academic performance	<ul style="list-style-type: none"> • NWEA- disaggregated by subgroup • AIMSWeb • Common Formative Assessments • NYS 3-8 ELA • Common Writing Assessments • data provided through intervention-based instructional software 	<p>63% of the school’s student population is considered “Black or African American.” This is a significant portion of the All Student Group and efforts for increases in ELA are in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicators #1 and #33.</p>



<p><i>Indicator #14: 3-8 ELA ED Students Level 2 & Above</i></p>		<p>19%</p>	<p>39% or a minimum of a 3% increase in the group's academic performance</p>	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	<p>86% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the All Student Group, and efforts for increases in ELA are in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicators #1 and #33.</p>
<p><i>Indicator #17: 3-8 Math Black Students Level 2 and Above</i></p>		<p>14%</p>	<p>34% or has a minimum of a 3% increase in the group's academic performance</p>	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>63% of the school's student population is considered "Black or African American." This is a significant portion of the All Student Group, and efforts for increases in Math are in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicator #1 and #39.</p>
<p><i>Indicator #20: 3-8 Math ED Students Level 2 and Above</i></p>		<p>15%</p>	<p>37% or has a minimum of a 3% increase in the group's academic performance</p>	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>86% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the All Student Group, and efforts for increases in Math are or will be in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicator #1 and #39.</p>



<p>Indicator #94: Providing 200 Hours of Extended Day</p>		<p>N/A</p>	<p>Provide 200 hours of ELT</p>	<ul style="list-style-type: none"> ● Student Choice Survey-for Expeditions completed as part of the students’ ELT placements ● Staff/Student/Parent Satisfaction Survey ● ELT providers surveys 	<p>100% of RC8 students receive at least 200 additional hours of Expanded Learning Time with the school’s 7:30 - 3:30 schedule. Additionally, the YMCA offers a wrap-around program which is structured to provide both enrichment and academic supports. As of 1/17/2017, there is a student wait list for participation in the YMCA wrap-around program.</p> <p>Students receive 50 minutes of intervention or enrichment daily based on need as identified through continued data analysis.</p> <p>This schedule allows RC8 staff to provide Expanded Learning Time to their own students and more opportunities for enrichment and learning in a sustainable model. This has had a direct impact on the continued growth of the school’s positive climate, as this has provided an structure for shared expectations for expanded time programming. Additionally, student attendance has increased in part because of the fact that expanded learning is provided by staff with whom students have established, positive relationships.</p> <p>Work of the Expanded Learning Resource Coordinator along with the administrative team has created a more focused, quality ELT program with sections based on student/staff input and student need. For example, project-</p>
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					<p>based learning experiences taking place during ELT are planned in alignment with content area curricula, and allow for student choice and voice through selection of performance tasks embedded within the projects. Based on positive data and feedback gathered throughout and after the first expedition, the school has decided to add another expedition at each grade level.</p> <p>All students continue to receive a 25 minute daily recess to allow for structured, supervised play and interactions with their peers and continue to develop the community feel. TEAM time has now been implemented throughout the entire school, providing students with 50 minutes of social and emotional learning through community building work that re-emphasizes the community aspect the school is in the process of developing. Through the addition of scheduled TEAM time, increased Arts and PE, and scheduled recess, students are being provided more focused, higher quality enrichment activities that support social, emotional and physical well-being as well as provide academic interventions.</p>	
<p>Green</p>	<p>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>.</p>		<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part II – Key Strategies

<p><u>Key Strategies</u> 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.</p>		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
<p>1. Implementation of a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders.</p>		<p>In regard to the EL Education workplan, foci for this past quarter include:</p> <p>School leadership engaged in actions to support component implementation:</p> <ul style="list-style-type: none"> ● Building administrators have an active role in common planning time and provide weekly updates to the leadership team. ● Building administrators consistently incorporate feedback on EL Education best practices including classroom management, active and effective use of learning targets, protocols, and TEAM Time during the supervisory process. ● Feedback from grade-level professional learning meeting time indicate that teachers are effectively collaborating with peers on EL implementation and share best practices and collegial feedback to improve their EL practices. <p>Work this quarter centers around 5 key targets for teachers, identified in the EL Education Work Plan. These “I can” statements are:</p> <ol style="list-style-type: none"> 1. I can directly instruct, model, and refer to the four Habits of Work and Learning (HOWLs) on a daily basis. 2. I can consistently implement high-quality and effective TEAM meetings. 3. I can establish a daily HOWLs learning target that is aligned with the lesson. 4. I can frame and address issues related to student discipline constructively and restoratively. 5. I can administer common writing assessments every quarter and collaboratively analyze data to identify patterns, establish goals, and inform lesson planning. <p>Walkthrough Data: Data collected through administrative walkthroughs this quarter, focused on the aforementioned key targets, suggests that staff has improved in their</p>



consistency in setting and assessing learning targets and that learning tasks are slowly increasing in cognitive rigor.

Learning Walk Data: (led by teachers and includes CET team); Data collection continues and analysis of collected data has begun. Analysis is offered to staff pertaining to their individual walkthrough and to the staff in its entirety as related to trends identified through analysis. Analysis of data collected in regard to the aforementioned targets suggest that upcoming professional development should focus on the use of learning targets, and the use of EL instructional protocols (ie: Turn and Talk, Fishbowl, Think-Pair-Share, etc.). The EL Coach leads professional learning on these topics weekly, and follow up “looking at student work” discussions take place during coaching sessions with the EL Coach. Additionally, the RC8 EL leadership team has joined two other RCSD EL schools to conduct learning walks in one another’s schools in order to share best practice and form collaborative networks. Consistent execution of this practice has contributed to the improvement of school climate, in that having colleagues observe one another’s practice and provide feedback has become the school’s collegial “norm” and is welcomed.

EL Education is in the process of completing their mid-year report. School leadership will review collaboratively with EL Education and readjust priorities and practices accordingly.

Community School Model work continues with:

- Wrap Around Services have been provided as follows: the YMCA program currently has a student wait list and is in the process of staff recruitment. In the upcoming weeks the Y will be coordinating provision of transportation to students participating in the program. Hillside is conducting after-school tutoring and physical/social/emotional well-being groups, Genesee Mental Health continues to work with students in need identified by RC8’s mental health team, and SMILE Mobile has visited RC8 and provided free dental care to students..



			<ul style="list-style-type: none"> • Utilization of the gym- for community events i.e. (Kids Basketball Association) (KBA), a community basketball league that includes students in grades 4-6. Additionally, the modified sports program also makes use of the space. • HealthiKids - this quarter HealthiKids trained enrichment paraprofessionals and AmeriCorps staff in Playworks; 5 additional teachers will be trained in this in February. • Curbside Traveling Market-to provides healthy nutrition for families weekly. <p>An additional partnership established this quarter is the EL Education Principal’s Network, uniting principals from RCSD Schools #8, #10 and #58 for collegial support and assistance in implementation EL Education best practices.</p>
2.	<p><i>Utilize consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education opportunities for students, and enrichment that will provide well-rounded opportunities for students. This includes Data Driven Instructional planning to identify performance trends and implement strategies that meet the needs of all students.</i></p>		<p>Based on DTSDE recommendations, the school, with collaboration and approval from the School-Based Planning Team and the Community Engagement Team, has identified five key components to a quality lesson plan: learning targets, rubrics, criteria lists, student-centered instruction with differentiation and protocols.</p> <p>These components have become the focus of Learning Walks, evaluative walkthroughs and observations. Data collected from each of these mechanisms demonstrate improved implementation of learning targets, rubrics and protocols in particular, suggesting that the professional development and coaching focused on these components has been effective.</p> <p>Student data profiles have been created for each student in the school, and instructional coaches lead weekly PLCs with teachers and lead them through analysis of student work and data. This analysis allows for targeted reteaching and adjustment of flexible intervention groups.</p> <p>The school has identified the need to provide deeper professional development in the following areas based on the EL Education Mid-Year Review and DTSDE recommendations:</p> <ul style="list-style-type: none"> • Quality Questions - provided by both EL and Data Coach • Effective Learning Targets - provided by EL Coach weekly



			<ul style="list-style-type: none"> • Data Driven Instruction - provided by Data Coach weekly; embedded PD in PLC meetings • Classroom Management - SEL Coach provides professional learning and support through modeling in an embedded learning structure • Engagement- provided by EL Coach weekly (PD on use of protocols) <p>Alignment with the five key components of a lesson plan identified above will help teachers practice what they are learning in professional learning opportunities. These are offered in a two-week learning cycle that provides 100 minutes of professional development surrounding data analysis as well as 100 minutes of professional development around EL practices, including the areas mentioned above. Additionally, staff uses a common text - EL's "Management in the Active Classroom", as a resource for implementation of their professional learning.</p>
3.	<i>Implement Expanded Learning Time to deliver an additional 200-300 hours of instruction, focused on intervention, acceleration and enrichment.</i>		<p>School scheduling for SY 16-17 embeds Expanded Learning Time (ELT) in order to focus on the literacy and math needs of students by teacher, by student. TEAM Time impacts the continued improvement in school climate, as it has built a sense of community amongst students and staff, as well as strengthening the relationship between teachers and students. TEAM Time is aligned to EL Protocols, and the EL Work Plan.</p> <p>ELT provides a modified schedule that provides 7.5 hours per day, and includes the opportunity for after-school programming with the YMCA. This will provide students at least 200 additional hours of intervention, enrichment, and acceleration when combined with summer programming.</p> <p>See Key Indicator #94 above.</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) continues to consist of representatives of school staff, leadership, and community based organizations. While The CET has increased its membership by 2 community representatives, one representing the Rochester Rotary, and the other representing the Center for Youth, the school has seen a decline in parent participation and the school’s Parent Liaison continues to provide representation for this. Since October, the school has attempted to recruit additional in various ways,, such as face-face conversations with parents in attendance at parent engagement events that include student-led conferences and “Principal’s All-Star Breakfast”, but acknowledges the need for stronger parent/family recruitment. For this reason, the school continues to rate its status as “yellow.”</p> <p>The CET takes responsibility for reviewing quarterly reporting - both Receivership and and EL Education Reviews. The CET members provide immediate feedback to school leadership with regards to information shared to be considered as part of school improvement plans. The CET reports out to the School Based Planning Team (SBPT) and shares all information on the shared Google Drive for all staff. The CET has increased its efforts to disseminate this information monthly to parents in a more consistent manner, such as robocalls or through Parent Connect, but acknowledges the need to create a mechanism for parent feedback in order to establish two-way dialogue between parents and the school. Beginning efforts at this include a parent survey administered after November’s student-led conferences. Progress towards achieving CET’s goals include:</p> <p>At meetings from October - January, RC8 instructional coaches presented data on attendance, social-emotional behavior and academic achievement. CET feedback is recorded and shared with the SBPT team and the RC8 staff in its entirety.</p> <p>The members of the CET will be trained and begin to participate in EL Education learning walks in order to provide actionable feedback and evaluate the extent to which goals have been met.</p> <p>Information is disseminated to all stakeholders through Google Docs, the school’s website, Facebook, ROBO calls and “Monday Musings”. The school is also piloting the RCSD “Link” - the parent application that is connected to PowerTeacher Gradebook and attendance to send timely notifications to parents and promote two-way communication.</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>The most significant use of the Receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract with the teachers’ union which allowed each school in receivership to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed (known as the Election Work Agreement, or EWA). Roberto Clemente School #8 expects to be able to utilize the EWA process at the end of the 16-17 school year in order to retain staff committed to EL Education and arts integration as a component of the EL Education work plan.</p> <p>In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred:</p> <ul style="list-style-type: none"> · Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools · Developed a Theory of Action/Action Plan for Receivership schools · Revised the RCSD’s placement practices in Receivership schools · Allocated funds to each school based on each school’s request. Funds are dedicated to meet all students’ academic and social and emotional needs. Funds also supported innovative structures that support each school’s signature and school plan · Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student · Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school · Provided regular visits to schools and engage in regular classroom and school walkthroughs · Engaged in data deep dive conversations with principals and leadership teams to develop critical data driven dialogue among principals, teachers and stakeholders · Offered additional supports as needed at each school based on needs · Established and engaged in RCSD leadership team walkthroughs <p>The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.</p>						
Green	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; background-color: #90EE90;">Green</td> <td style="width: 33%; background-color: #FFFF00;">Yellow</td> <td style="width: 33%; background-color: #FF0000;">Red</td> </tr> <tr> <td style="background-color: #90EE90;">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>.</td> <td style="background-color: #FFFF00;">Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td> <td style="background-color: #FF0000;">Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td> </tr> </table>	Green	Yellow	Red	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.
Green	Yellow	Red					
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.					

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		Presently, the school has 1:3 technology (Chromebooks) in Grades 3-6. Grades K-2 have iPads and desktop computers inside of classrooms. Grades 7-8 have laptop carts and the use of two computer labs. With the pending technology grant, 1:3 technology (Chromebooks) will be extended into Grades 7-8 and potentially other grades as well. The RCSD still awaits notification as to the status of its application for SmartSchools Bond Funding.		
2.	Use of technology in the classroom		A Technology Lead Teacher has been assigned to RC8. This teacher will provide professional development and technology coaching to the staff in use of Google and instructional software.		
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.



<p>Expenditures in Code 15- Professional Salaries include:</p> <ol style="list-style-type: none"> 2.0 Intervention Teachers An increase of partial FTEs to avoid the issue of itinerant teachers, provide additional support for Expanded Learning Time (ELT) that includes expanded access to art/music, non-mandated social/emotional support using the District’s program/CREW that embraces Restorative Practices Initiative, and health sections focused on student social/emotional well being. Teacher hourly pay for ELT that provides ELT sections taught by all teachers. Teacher hourly pay for curriculum alignment with CCLS and EL Education Expeditions; teacher hourly pay for social/emotional learning 		<p>1.Data collection is in progress; intervention groups will be flexed based on NWEA and formative data collected through the first two marking periods. Data teams work with Central Office to identify students most in need of services.</p> <p>2/3.ELT impact- school culture has shifted positively; the entire staff is present for the entire day. Community partners are supports, rather than lead providers of ELT. Teachers have 50-100 minutes daily of common planning at their grade level. RC8 has increased delivery of arts instruction from certified arts teachers, allowing opportunities for students to participate in expeditions in all aspects. Social/Emotional support impact-thru January, 2016, there were 260 in-school or out-of-school suspensions. As of 01/20/2017, this number has reduced to 99. Staff and supports through the Center for youth “Cool Down Zone” has provided the social/emotional supports needed to keep students from suspension.</p> <p>4.Second Step social/emotional curriculum has been implemented K-8 with support from the SEL coach. TCIS training (Therapeutic Crisis Intervention in Schools) has been provided and recertification training will be provided to the SEL Coach and the School Psychologist. Follow-up training will be provided to remaining untrained staff. 100% of School #8 staff has received PD from EL Education in foundational learning and best practices first teaching practices.</p>
<p>Expenditures in Code 16, support staff salaries include:</p> <ol style="list-style-type: none"> 1.0 SSO to provide support to 7-8 grade academy, trained in Restorative Practices and TCIS 2.0 paraprofessionals to support ELT implementation Extra Hourly Pay to support ELT: Paraprofessionals, clerical, SSO, parent liaison 		<ol style="list-style-type: none"> Pending permanent hiring, these positions are currently filled by substitutes: 1.0 SSO 2.0 paraprofessional to support ELT implementation start dates: 11/16 & 1/17 allows for consistency in delivery of overall instruction and implementation of ELT
<p>Expenditures in Code 40, contracted services with lead and community partners include :</p> <ol style="list-style-type: none"> Contracted Services: Center for Youth Contracted Services EL Education 		<p>1.Reduction in Center For Youth Crisis Intervention Specialists from 3 to 2 FTE effective 1/9; Specialists still supporting Help Zone and Cool Down Zone. Data collection by date, by time of day, by grade, by teacher, dedicated to grade levels, shows continued reduction in suspensions and serious incidents.</p>



		2. EL Workplan driving school turnaround, professional development in instructional strategies used schoolwide to allow for consistent first instruction, supporting 2 student-led conferencing days, 2 expeditions, and the partnership with Genesee Community Charter School
Expenditures in Code 45, materials/supplies include:		
<ol style="list-style-type: none"> 1. Materials/supplies to support for ELT and EL Education Expeditions. 2. Improvement of the stage area including the sound system and lighting used during exhibition presentations throughout the year (pre-approved by NYSED) 3. online blended learning site licenses for Language Live! 		<ol style="list-style-type: none"> 1. Ensures access to appropriate materials/supplies to support ELT and EL Education Expeditions, that align with school goals 2. Kickoffs for expeditions with experts, town hall meetings (consistent with EL practices), concerts and performances to showcase learning in the arts, use space for instruction of band, orchestra and chorus, family engagement events 3. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities; Technology Lead Teacher will support growth in this area
Code 46, Travel includes providing professional learning for administrators and teachers to attend and to EL Education Learning Forums.		Attendance at Learning Forums has provided school leadership with an understanding of EL framework, resulting in creation of a walkthrough and learning walk document and promoting weekly walkthroughs with targeted foci; has also provided support for implementation of the EL Work Plan with fidelity, an opportunity to turnkey train all staff to ensure for transparency of expectation and school-wide goals and foci.
Code 49 include nursing costs to support ELT		Ensures consistency in delivery of services throughout the school day.

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.	Professional Learning Time	Common Planning Time (all classroom teachers have two 50 minute periods per day that align with their grade-level colleagues), early release days and paid professional learning time have increased teacher collaboration, and allowed for embedded professional development, inclusive of special area teachers and all school support staff. This time has improved staff morale, and has contributed to the establishment of consistent expectations for instruction and classroom management, in alignment with the EL Workplan. Positive impact of this time is evidenced in analysis of the data collected that suggests increased use of EL protocols, behavioral rituals and routines .
2.	EL Partnerships	Staff at RC8 have established and continue to benefit from partnerships created with other Expeditionary Learning schools - RCSD's Schools #10 and #58 and the Genesee Community Charter School. This has allowed for sharing of best practices through different lenses in EL and shared protocols for data collection and delivery of feedback.

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): Barbara Deane-Williams
 Signature of Receiver: *[Handwritten Signature]*
 Date: 2/17/17

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.

Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)



Name of CET Representative (Print): Loren Montrillo
Signature of CET Representative: *Loren Montrillo*
Date: 2.13.17