

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43321			
Roberto Clemente School #8	261600010008	Rochester City School District	EL Education	Check which plan below applies:			
				SIG			SCEP
				Cohort: 6			Model: Community-Oriented
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Laurel Avery-DeToy	Elizabeth Mascitti-Miller, <i>Chief of Superintendent's Receivership Schools and Innovation</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>	PK3 - 8	N/A	10.1% <i>Internal SPA data, 4/10/18</i>	19.3% <i>Internal SPA data, 4/10/18</i>	486 <i>Internal SPA data, 1/3/18</i>
	Appointment Date: August 2015						

Executive Summary

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

The school's plan for improvement continues to be centered on the following key strategies, which have been refined and deepened throughout the school year:

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 educational opportunities for students, and enrichment opportunities. This includes Data Driven Instructional planning to identify performance trends and implement strategies that meet the needs of all students.
3. Implementing Expanded Learning Time to deliver at least 200 additional hours of quality instruction, focused on intervention, acceleration and enrichment.



Work at School #8 continues to focus on implementation of the school’s EL Workplan, which serves as the school’s framework for good first teaching and professional learning. Data gathered during walk-throughs and learning walks guides collegial conversations, and has resulted in implementation of new instructional practices, supported by weekly professional development and follow-up, job-embedded instructional coaching. This school year, the school’s leadership teams have deepened feedback provided as a result of data analysis through use of a “next step” protocol. This protocol has been developed by the school’s instructional leaders, and is utilized during various professional learning meetings and opportunities, with a focus on analysis of student writing using Common Writing Tasks and the newly developed RC8 6+1 Traits of Writing Rubrics. Instructional leadership has developed a document to archive work around the Next Step protocol, and teams have begun to use it to formalize their work in identifying actionable items to address gaps as noted in data.

School #8 continues to build upon its cohesive, multi-tiered system of social/emotional supports. To date, the school’s “Student Action Team,” has reviewed 84 referrals, resulting in students’ receipt of targeted, personalized interventions to address their needs. Continued partnerships with the Center for Youth, Genesee Mental Health, YMCA, Genesee Mental Health and Pathways to Peace help support the school’s improved climate. New partnerships include TDI (Therapy Dog Intervention) and Project Unique. Project UNIQUE provides arts experiences that promote student motivation to learn, positive interpersonal behavior, and the acquisition of core learning skills.

The school’s second Exhibition Night will be held on June 14, 2018, and will showcase learning related to student’s second semester expeditions, field studies, and expert presentations. Exhibition Nights are historically well-attended by the school community, and the school anticipates attendance of 200 or more students and family/community members.

With the recent hiring of a Community Schools Site Coordinator, School #8 is embarking on implementation of the Community Schools Framework. The school is currently in the process of conducting Community School Needs Assessment Surveys. It has surveyed staff and is now surveying students and parents. The surveys are designed to elicit responses regarding Physical Environment, Social Environment, Affective/Emotional Environment, Learning/Cognitive Environment and Morale Environment. The results of these surveys will help the school to understand and create a profile of its needs, and inform and drive decisions about the school’s programming and operations.

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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the “2018-19 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 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. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u> 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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	19	<5 Serious Incidents or 20% reduction = 15.2		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	Cool Down Zone: Center for Youth staff continues to partner with the school to provide a Cool Down Zone as part of its tiered intervention. As of April 1, 2018, the Cool Down Zone has had 2262 student visits (up from 1,171 visits in January). Although the month of	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Cool Down Zone data ● Referral data 	Average Daily Attendance Data: 90.1% as of 4/16/18, an increase of 3 percentage points from the average daily attendance during the 2016-2017 school year and a 4 percentage point increase from the 2015-2016 school year. Attendance in grades K-8 is all over or just below 90% average daily attendance for the year. Five Attendance Referrals have	Cool Down Zone: Refinement of the school’s Cool Down Zone will continue next year, supported by the school’s partnerships with the Center for Youth. The CDZ’s Behavior Specialists will establish a young ladies’ group and a distinguished gentleman’s group, recognizing students who



				<p>January saw an increase in number of students seen as compared to last year, numbers for February and March show a continued trend towards decreasing the need for Cool Down supports from last year.</p> <p>Second Step: The majority of classrooms are nearing completion or have completed the Second Step curriculum. The school recently received the newly updated middle school curriculum, which is slated to be piloted in the sixth grade and in one special ed 7th and 8th grade classroom in preparation for the full roll-out to all 6th-8th grade classes next year.</p> <p>TCIS: School #8 continues to staff 2 certified TCIS trainers and 1 certified CPI trainer. The school completed one full 24-hour initial certification class, in which three new building based staff members participated (the course was opened to all Receivership Schools).</p>		<p>been submitted (an 85% decrease from 2016-2017). There are currently 48 students with perfect attendance as of 4/16/17. Staff are active in addressing absences of more than 2 consecutive days to ensure students return to school and families are supported.</p> <p>Suspension/Serious Incident Data: Out of School Suspensions continue to be down from this time last year, as per internal SPA data below. School #8 has had one (1) serious incident year-to-date. The school is demonstrating a 65% decrease in Out of School Suspensions from 2016-2017 (139 OSS at 4/1/17) to 2017-2018 (49 OSS at 4/1/18).</p> <p>Cool Down Zone: As of April 9, 2018, the Cool Down Zone has had 2,262 visits this year. This is a decrease of 23% from last year at the same time and suggests that teachers and students are having more success proactively addressing potential situations.</p>	<p>have made progress, and will also establish a “Morning Huddle Breakfast Group,” which will provide intense interventions to small groups of students who have been identified as needing the most supports.</p> <p>CPI/TCIS: The school will continue deepen internal capacity, as the school’s Social-Emotional Learning Coach will seek CPI re-certification, and the school’s social workers will receive training to become additional TCIS trainers. Staff-wide professional development, facilitated by appropriately trained school staff, will occur and be followed up by subsequent collegial coaching.</p> <p>Attendance: An attendance clerk has been added to the school’s staff for next year, and will work in tandem with the Counselor and Wellness Center Coordinator to monitor attendance, and support teachers in completing required attendance paperwork, and organizing</p>
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				<p>Eight staff members also completed one 6-hour recertification course.</p> <p>Restorative Practices: Restorative practices continue to be utilized school-wide.</p>		<p>The school continues to experience a 48% decrease in ODR's per day from last year (average as of 4/11/17 was 10.3) to this year (average as of 4/11/18 was 5.4).</p>	<p>home visits focused on encouraging chronically absent students to attend.</p> <p>Restorative Practices Restorative practices will continue to be used school-wide, with professional development provided at grade-level meetings and follow-up coaching supported by the school's Social-Emotional Learning Coach.</p>	
#9 – 3 – 8 ELA All Students Level 2 & Above	19%	51% or +6%age points = 25%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	See Indicator #33.	See Indicator #33.	See Indicator #33.	See Indicator #33.
#15 – 3 – 8 Math All Students Level 2 & Above	15%	51% or +6%age points = 21%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	See Indicator #39.	See Indicator #39.	See Indicator #39.	See indicator #39.
#33 – ELA All Students MGP	49.66	50.72 or +2%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p>	<p>Response to Intervention: The school continues to use Walk to Intervention for ELA by engaging in deep data analysis during</p>	<ul style="list-style-type: none"> • NWEA ELA • Marking period grades • RCSD Common Assessments 	<p>Winter NWEA Data: See chart below for data from Spring administration of NWEA. This is projected proficiency data.</p>	<p>Rti/Reading Specialists/Intervention Specialists: Services provided through these mechanisms will</p>



				<p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>common planning time, facilitated by the school’s Instructional Coaches. The school’s “Student Action Team” has reviewed 81 referrals to date, resulting in students receiving interventions acutely targeted to their needs.</p> <p>Common Writing Assessments: Following the administration of the second Common Writing Task, teachers again worked collaboratively to identify strengths, areas of focus, and next steps in regards to writing instruction. Additionally, teachers analyzed growth made toward writing goals set during the fall semester. As part of this process, teachers collected and archived high, medium, and low student writing samples from the fall and winter. Finally, grade level teams developed the prompt for the third and final Common Writing Task, which will be administered and scored before the end of May.</p>	<p>• Other Formative Assessments: -K - 2: Brigance -AIMSWeb</p>	<table border="1" data-bbox="1776 248 2131 561"> <thead> <tr> <th>ELA</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29.23%</td> </tr> <tr> <td>4</td> <td>30.30%</td> </tr> <tr> <td>5</td> <td>29.63%</td> </tr> <tr> <td>6</td> <td>18.18%</td> </tr> <tr> <td>7</td> <td>13.64%</td> </tr> <tr> <td>8</td> <td>10.00%</td> </tr> </tbody> </table> <p>NWEA - Growth Targets 46.43% of students have met their projected growth targets in math.</p> <p>44.14% of students have met their projected growth targets in reading.</p> <p>Common Writing Assessments: Following the administration of the second Common Writing Task, teachers again worked collaboratively to identify strengths, areas of focus, and next steps in regards to writing instruction. Additionally, teachers analyzed growth made toward writing goals set during the fall semester. As part of this process, teachers collected and archived high, medium, and low student writing samples from the fall and winter. Finally, grade level teams developed the prompt for the third and final</p>	ELA	Total Percentage Level 2 or Above	3	29.23%	4	30.30%	5	29.63%	6	18.18%	7	13.64%	8	10.00%	<p>continue for next year and be refined as needed. An additional administrator will join the Student Action Team, which is the first step in the process for identifying students for RtI or other related services.</p> <p>Common Writing Assessments: These will be administered three times next year, and teachers will utilize the “Next Step Protocol” to identify areas of strength and areas of focus in order to address performance trends identified through data analysis.</p> <p>Blended Learning: The school will continue with its adaptive software programs, and will be exploring additional literacy-based blended learning programs that are more cross-curricularly focused in order to provide students with opportunities for simultaneous literacy and content knowledge development.</p> <p>Professional Learning: School #8 will continue to partner with EL Education in</p>
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				<p><u>Reading Specialists:</u> Reading Specialists continue to support targeted literacy interventions for Tier II students.</p> <p><u>Intervention Specialists:</u> Tier III intervention for identified students continues to be provided by highly trained teachers, who use the Really Great Reading programs and EL Skills Block curriculum to support intervention. Intervention specialists support teachers with subsequent data analysis.</p> <p><u>Blended Learning:</u> Blended learning continues to provide students with access to adaptive instructional software, allowing students to receive personalized learning in ELA and Math. Student groups are flexed based on student strengths and needs. Teams meet and examine data collected from following programs: LANGUAGE! Live (6 grade, 6-8 SC), Compass, Lexia (grades K-3). After the</p>		<p>Common Writing Task, which will be administered and scored before the end of May.</p> <p><u>Reading/Intervention Specialists:</u> The Reading Specialists have been working with Tier 2 and Tier 3 students. Students are progress monitored based and grouped based on their strengths and needs. Data is as follows:</p> <p><u>AimswEBPlus math:</u> Grade K: Tier 3-49% in fall and winter Tier 2- 32% in fall, 21% in winter Tier 1-20% in fall, 30% in winter</p> <p>Grade 1: Tier 3 - 49% fall, 56% winter Tier 2 - 25% fall, 19% winter Tier 1 - 26% both fall and winter</p> <p>Teachers used individualized student growth data to restructure Walk to Intervention groups as needed. These groups are fluid, and flex to meet student need.</p> <p><u>Professional Development:</u> In addition to the professional learning that the school has undertaken related to the EL Framework and the school's</p>	<p>implementation of the EL Education Workplan and HOWLS. The school has developed internal capacity for delivery of EL-focused professional learning and follow-up coaching, including delivering EL professional learning during grade level meetings (facilitated by the school's EL Coach), engaging in professional learning at the K-2 grade levels in collaboration with the staff from the Genesee Community Charter School, and establishing a strong partnership with a Literacy Specialist from GCCS, who provides School #8 will job-embedded instructional coaching at the K-2 grade levels focused on implementation of the EL Workplan and literacy strategies.</p>
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				<p>winter benchmark for LANGUAGE! Live.</p> <p>Professional Development: Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to identify and address gaps in achievement.</p> <p>Two administrators attended the EL Education Leadership Institute in late January. The school continues to undertake professional learning focused on:</p> <ul style="list-style-type: none"> ● Implementation of the new EL Education’s ELA modules for grades K-5 and continued implementation of 6-8 ELA modules ● EL Education Reading Foundations Skills Block (K-2); ALL Block (3-5) (Additional Language and Literacy) Block, increased on-site services from EL in order to support this ● Targeted training to teachers in grades K - 3 on the RtI process & EL 		<p>social-emotional priorities, as part of the DTSDE review, #8 was allocated 6 hours of support through the its OEE. This support has focused on strategies to increase productive use of block scheduling in 7th and 8th grade; students are learning how to understand grades and are spending time discovering how to self-reflect. Professional learning has been provided on the use of “Do Now” activities to increase student participation, as well as offering ways to break up the time frame to maximize instruction. Instructional leaders have met 3 times to reflect on data being used, assessment projections and numbers of D’s and F’s, and then to discuss the next steps and planning of professional learning.</p> <p>Marking Period Grades: As of 4/16/2018, 35 out of 38 students are passing grade 7 ELA and 37 out of 41 students are passing grade 8 ELA.</p>
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				<p>Reading Foundations Skills Curriculum</p> <p>Bank Street: Monthly PD for special education teachers continues to occur. School #8's change practice has been identified as providing students with a clear, multi-sensory model or description of a skill or concept, and then allowing the student time to complete an independent task. Since our last meeting, teachers have been working on now identifying a problem of practice. From implementation, the teachers have selected student samples of work to bring together and review.</p>				
#39 – Math All Students MGP	43.78	51.17 or +2%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>Blended Learning: In order to provide additional math intervention, teachers are implementing Zearn (grades 3-5). The school's Data Coach and centralized math coach for RCSD are working with teachers in grades 1 and 2 to implement Zearn. The</p>	<ul style="list-style-type: none"> ● NWEA Math ● Marking period grades ● Other Formative Assessments: -K - 2: Brigance -7 - 8: iReady -AIMSweb -DreamBox -Zearn 	<p>Winter NWEA Data: See chart below for data from Winter administration of NWEA. This is projected proficiency data.</p>	<p>Rtl/Intervention Specialists: Services provided through these mechanisms will continue for next year and be refined as needed. An additional administrator will join the Student Action Team, which is the first step in the process for identifying students for Rtl or other related services.</p>



				<p>school continues to use Compass and Dreambox (Grades K-2) to ensure for personalized interventions that address student need.</p> <p>On-site Math Coach: A centrally-assigned Math Coach provided on-site Zearn training for both teachers and students.</p> <p>Acceleration Opportunities: 21 8th grade students are taking Algebra I.</p> <p>Professional Development: Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to identify and address gaps in achievement.</p> <p>Two administrators attended the EL Education Leadership Institute in late January. The school continues to undertake professional learning focused on:</p>	<table border="1"> <thead> <tr> <th>Math</th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29.69%</td> </tr> <tr> <td>4</td> <td>30.30%</td> </tr> <tr> <td>5</td> <td>16.36%</td> </tr> <tr> <td>6</td> <td>18.18%</td> </tr> <tr> <td>7</td> <td>6.98%</td> </tr> <tr> <td>8</td> <td>16.33%</td> </tr> </tbody> </table> <p>Marking Period Grades: As of 4/17/2018, 13 out of 22 students are passing Algebra I, 8 out of 19 are passing Math 8, and 24 out of 37 are passing Math 7.</p> <p>Blended Learning: All classrooms in grades 1-5 are implementing Zearn math. Leaders from other buildings will be coming to School 8 for a Zearn Learning Walk at the end of April. School #8's goal is for each class to complete an average of 3-4 lessons/week. As of 4/17/18, Zearn is being used in grades 1 - 5 consistently. Data is as follows: February 19-March 18, average lessons/week: Grade 1: 3.5 Grade 2: 2.0 Grade 3: 1.5 Grade 4: 3.7</p>	Math	Total Percentage Level 2 or Above	3	29.69%	4	30.30%	5	16.36%	6	18.18%	7	6.98%	8	16.33%	<p>Acceleration Opportunities: Algebra I will be offered to 8th graders.</p> <p>Blended Learning: RCSD and Zearn are entering a quasi-experimental design study, Accelerating Student Growth in Math – Turning Gaps into Gains, with Johns Hopkins University Center for Research and Reform in Education. Fifteen treatment schools (including School #8) and eight control schools in the RCSD have been identified. The goal of the study is to explore the efficacy of Zearn Math in a high needs district, to increase student performance measured in part by NYS Math 3-5 Test scores and NWEA MAP scores K-5, and to increase the effectiveness of teachers utilizing small group instruction.</p> <p>Professional Learning: School #8 will continue to partner with EL Education in implementation of the EL Education Workplan and HOWLS. The school has developed internal capacity for delivery of EL-focused</p>
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					<ul style="list-style-type: none"> ● Implementation of Zearn (Grades 3-5) ● Zearn Learning Walk: administrator, teacher, coach ● Zearn Report Training ● Coaches schedule has been updated to support all 3-5 math classrooms 1x/week for at least 60 minutes 		<p>Grade 5: 1.6</p> <p>March 19-April 15 average lessons/week:</p> <p>Grade 1: 3.3</p> <p>Grade 2: 2.3</p> <p>Grade 3: 2.3</p> <p>Grade 4: 3.0</p> <p>Grade 5: 0.9</p>	<p>professional learning and follow-up coaching, including delivering EL professional learning during grade level meetings (facilitated by the school's EL Coach).</p>
#85 – Grades 4 and 8 Science All Students Level 3 & Above	28%	57% or +6%age points = 34%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>EL Expeditions:</p> <p>Each grade level either completed or began their second expedition during the spring semester. The work from these expeditions will be on display at the school's second Exhibition Night on June 14th, which will also feature a cultural celebration and musical selections. Multiple grade levels participated in Kickoff Experiences, field studies, had expert presentations, and/or are working to create products to benefit the greater community. For example, fourth grade kicked off their Revolutionary War expedition with an immersive tax experience in their classrooms. They also hosted a Revolutionary</p>	<ul style="list-style-type: none"> ● NWEA ELA and Math ● Marking period grades ● Other formative staff data 	<p>Marking Period Data:</p> <p>As of 4/17/2018, 20 out of 41 students are currently passing grade 8 science. After school tutoring and lab make-up is under way and will continue through June.</p> <p>NWEA for Science:</p> <p>NWEA science was administered in February 2018. This information was used to look at student's current levels. Some information was used to guide instruction. Attendance at after-school tutoring sessions is erratic.</p>	<p>EL Expeditions:</p> <p>Expeditions will continue next year, with each grade level undertaking one expedition per semester, and with continued alignment of expeditions to grades 4 and 8 science curricula as well as ELA modules.</p> <p>NWEA for Science:</p> <p>This tool will continue to be used next year to progress monitor student growth and to formulate small groups for targeted intervention or acceleration opportunities. Additionally, the school will progress monitor student growth on the performance sections of the assessments by administering formative assessments using science kits aligned to skills tested on the assessment.</p>



				<p>reenactor as an expert to prepare to write their Broadsides as a final product. Sixth graders kicked off their study of Dragonwings, a novel about a Chinese immigrant, with an Amazing Race style scavenger hunt around the building, which prepared them to do research about other countries and cultures. Fifth grade students are in the midst of an expedition on biomes and environmental conservation that will culminate with work around beautifying our school grounds while providing habitats for pollinators. Overall, our expeditions continue to provide students with authentic opportunities to dive deeply into real-world topics and produce high-quality work for authentic audiences!</p> <p><u>Acceleration Opportunities/Extended Day Programming:</u> After-school tutoring continues to be offered to the 40 students currently taking Earth Science.</p>			<p><u>Acceleration/Expanded Learning Opportunities:</u> The school will offer acceleration opportunities for 8th graders next year, in the form of either Living Environment or Earth Science.</p>
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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.
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Part II – Demonstrable Improvement Indicators (Level 2)

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#11 – 3 – 8 ELA Black Students Level 2 & Above	17%	44% or +6%age points = 23%		The school met the progress target for 2016-17 for this indicator. The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.	63.9% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population. See Indicator #33.			
#14 – 3 – 8 ELA ED Students Level 2 & Above	19%	45% or +6%age points = 25%		The school met the progress target for 2016-17 for this indicator.	92.4% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population. See Indicator #33.			



				The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.				
#17 - 3 – 8 Math Black Students Level 2 & Above	14%	41% or +6%age points = 20%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>63.9% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>			
#20 – 3 – 8 Math ED Students Level 2 & Above	15%	45% or +6%age points = 21%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>92.4% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>			
#94 – Provide 200 hours of Extended Day	N/A	SED Rubric		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>School #8's expanded learning model continues to impact the school's positive growth in climate. Student choice surveys indicated a desire for additional art and music offerings. Semester 2 schedule changes were made in order to accommodate an additional art design class, as well as additional sections of piano and guitar. Also as a result of</p>	<ul style="list-style-type: none"> • Attendance data • School Safety data • Staff/Student/Parent Satisfaction Survey • Provider Survey 	<p>See Indicator #5 and NYSED ELT rubric.</p>	<p>School #8 will continue to offer its robust ELT programming next year, heavily focused on arts, music, recess and development of students’ social-emotional skills. Additional partners will include WXXI and the Lincoln Library, who will engage with the school in a toy kit exchange (toy kits aligned with EL curricula, grades K - 2, will be available for check-out</p>



				<p>the survey, the school is piloting an art residency in all sections of second grade, hosted by Project Unique. Sessions run from 4/12-5/10. The YMCA continues to offer a wrap-around program, which is currently serving 85-90 students regularly. A summer program has been approved and is one of the many programs that will be hosted at #8.</p> <p><u>Arts/Music/Expeditions:</u> From bridges to buildings, from forests to lakes, K-8 expedition work adorns the hallways and glass cases around the building. Multiple grade levels are working together to create beautiful spaces. Field trips have included nature centers, parks, the zoo, and frontier field. Opportunities for outdoor clean-up and improvement to the "backyard" area are in the works and scheduled for May. Participants will include parents, students, staff, and community members.</p> <p><u>Recess:</u></p>			<p>both at the school as well as at the library), Project Unique, an art residency program, Therapy Dogs International, and Alessi yoga.</p> <p><u>Arts/Music/Expeditions:</u> The school will continue to offer various opportunities for students to engage in arts and music during ELT, and is exploring the increase of piano offerings. Expeditions will continue, one expedition per grade level per semester, and Expedition Nights, showcasing academic student learning as well as learning resulting from enrichments. Students will engage in student-led conferences, in which they become the facilitators of discussion about their learning.</p> <p><u>Recess:</u> Structured recess will continue next year, and students will receive 25 minutes of recess daily. Recess will be facilitated by School #8 teaching staff as opposed to paraprofessionals.</p> <p><u>TEAM Time:</u></p>
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				<p>All students continue to receive 25 minutes daily of supervised recess. Recess coaches have been provided with new outdoor materials and resources so that students are able to participate in organized sports/games, sidewalk chalk games, jump roping, and more.</p> <p>TEAM Time: Second Step continues to be the focus. More teachers are also using this opportunity to form groups across grade levels. Students in grades 5-8 are running their own peace circles, implementing strategies learned from the social-emotional staff team. Restorative Circles have also been requested and led by students as needed in grades 6-8. All outcomes thus far have been positive and well-received.</p>			<p>TEAM Time will continue, with a focus on development of social-emotional skills through use of Second Step curricula and restorative practices.</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 – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies					
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are 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 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school 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 if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
1.	Use of technology in the classroom to deliver instruction		School 8 recently has a total of 7 Chromebook carts with two teachers sharing 1 cart for 3 rd -8 th grade. K-2 teachers currently have 6 new iPads. Teachers are using the technology in the classrooms to supplement instruction with programs such as Zearn Math, DreamBox Math, Lexia Core 5, and Compass Odyssey. They are also using Google Apps for Education and other online tools, including Google Classroom, to engage students, enhance learning, differentiate instruction and move up the SAMR model.	School #8 will continue to benefit from RCSD’s Digital Transformation. The school will receive additional Chromebook carts, increasing the student:technology ratio. Professional development pertaining to integration of technology into instruction will be led by and Instructional Technology TOA, and continued use of adaptive software will support students’ unique academic and linguistic needs.	
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A		
3.	See “Key Strategies” as outlined in Executive Summary and as referred to within Indicator descriptions.				
4.					
5.					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>The Community Engagement Team (CET) continues to consist of representatives of school staff, leadership, and community based organizations. The CET increased its membership by two (2) community representatives last year, one representing the Rochester Rotary, and the other representing the Center for Youth. The school continues to recruit additional parents for participation on CET. The school's updated CET roster can be accessed here: https://www.rcsdk12.org/Page/43321.</p> <p>The school's second bi-monthly CET meeting occurred on 4/9/2018. The team reviewed EL Education's mid-year report.</p> <p>Additional items included DTSDE review updates, updates on social-emotional learning, instructional progress updates, attendance data, Community Schools updates, including review of additional partnerships (RPD, the Hearing and Silence Program, TDI (therapy dog), Shorewinds, Javon Dates- free services for students at school).</p>	<p>The Community Engagement Team (CET) will continue to be a cross-representative of school staff, leadership and community-based organizations. The school acknowledges the continued need for stronger parent representation, and will extend formal invitations to parents who have attended a significant number of school events or who are frequent visitors at the school.</p> <p>Formal CET meetings will occur bimonthly, and CET members will continue to visit classrooms, attend school assemblies and family events, and provide feedback to the school regarding its improvement efforts.</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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to 	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to



	<p>involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</p> <ol style="list-style-type: none"> 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 	<p>involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</p> <ol style="list-style-type: none"> 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring 	



	<p>teachers and Receivership schools are given first access to available teachers.</p> <ol style="list-style-type: none"> 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. 4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
<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 <i>with impact</i>.</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 V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:
PSSG:	n/a		<ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p>
SIG:		<p>Expenditures are supporting programming at the school. Please see below.</p> <p>Code 15: Includes 1.0 FTE Intervention Teacher, .8 FTE Art Teacher and .5 Social Worker. This staff is mobilized and providing data-driven targeted interventions and/or enrichments aligned to students’ academic or social-emotional needs.</p> <p>Code 16: Includes 2.0 FTE Enrichment Paraprofessionals, providing supports during interventions and/or enrichments throughout embedded ELT.</p> <p>Code 40: Includes contracts with School 8’s lead partner, EL Education, and Center for Youth. The school reports increased use of EL instructional protocols and HOWLS, as noted through walkthroughs, as well as an improved school climate.</p> <p>Code 46: Attendance of two administrators at EL’s National 3-Day Institute for Administrators in January</p>	<p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/</p>



		<p>deepens capacity for implementation of the EL framework at the school.</p> <p>Code 45: Curricular materials purchased have supported teachers' ability to increase fidelity of implementation of EL's Workplan and modules. Purchases have been made to support ELT programming at the school, including materials for recess and instructional materials for ELT block.</p>	
CSG:		<p>Expenditures are supporting programming at the school. Please see below.</p> <p>Code 15 - Hourly pay for training in CPI, TCIS and RP, additional hourly pay for Social Worker, additional hourly pay for ELT delivery</p> <p>Code 16 - Additional hourly pay for civil service and custodial, .5 additional cleaner, additional hourly civil service for ELT delivery</p> <p>Code 40 - 1.0 additional Therapist, contract with Starbridge for parental assistance through SPED process</p> <p>Code 45 - Ordering laptops for site coordinator and parent liaison, additional funds for ELT support and EL expeditions, purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters</p> <p>Code 46 - principal registered for February CS PD in NYC, parent transportation (bus passes) being purchased</p> <p>The RCSD is awaiting determination from NYSED as to whether or not CSG will carryover to SY1819.</p>	



Part VI: Best Practices (Optional)

<u>Best Practices</u>	
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.	The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.
2.	
3.	



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.

Barbara Deane-Williams, Superintendent

Name of Receiver (Print):

Signature of Receiver:

Date: April 30, 2018

Barbara Deane-Williams

BDM

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print):

Loren Montalio

Signature of CET Representative:

Loren Montalio

Date: 4/20/18



The University of the State of New York

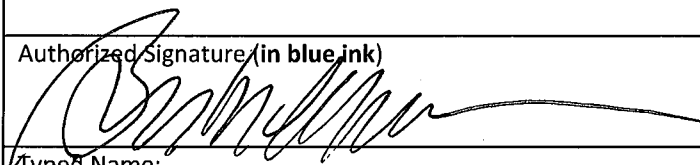
THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Rochester City School District	
School Name: Roberto Clemente School No. 8	
Contact Person: Laurel Avery Detoy	Telephone: (585)262-8272
E-Mail Address: Laurel.Avery-Detoy@rcsdk12.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink): 	Title of Chief School/Administrative Officer: Superintendent EW
Typed Name: Barbara Deane-Williams	Date: 4/30/2018