

Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 13, 2017

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 (4, 5, 6, or 7?): 6			
Model: Community-Oriented							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% 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>		PK3 - 8	9.7% <i>Internal SPA data, 10/5/17</i>	16.4% <i>Internal SPA data, 10/5/17</i>	495 <i>Internal SPA data, 10/5/17</i>
	Appointment Date: August 2015	Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>					

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 will be 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 has focused on continued implementation of the school's EL Workplan, which serves as the school's framework for implementation of good first teaching and professional learning. As a result of its' efforts to implement the EL Workplan, the school has seen improved consistency in delivery of cognitively demanding, inquiry-based instruction across classrooms, promoting further establishment of an inclusive learning environment that is able to meet the needs of all learners. This implementation continues to be lifted by a structured system of professional support, including learning walks and administrative walk-throughs that are aligned in both focus and in provision of feedback to teachers. Data collected in these structures informs weekly professional development and job-embedded instructional coaching. This school year, the school's leadership teams will deepen feedback provided as a result of data analysis through use of a "next step" protocol. Additionally, School #8's Principal continues to participate in the RCSD's EL Education Principals' Network, comprised of principals from Schools #8, #10 and #58 (all EL Education schools). The Principals' Network continues to serve as a mechanism for collegial collaboration and reflection. Principals participate in walk-throughs at one another's schools utilizing a protocol focused on good first teaching and each school's individual EL Workplan. Data is collected and used to provide recommendations to one another for continued improvement.

School #8 continues to build upon its cohesive, multi-tiered system of social/emotional supports. In an effort to strengthen and streamline student access to these supports, this year School 8 has convened the "Student Action Team," led by an additional Social Worker, which reviews referrals from teaching staff pertaining to students exhibiting at-risk behavior. Continued supports from the Center for Youth, Genesee Mental Health and Monroe County Mental Health are in place to support the school's improved climate.

A robust ELT program, focused on arts and music integration as well as EL expeditions, continues to provide students with opportunity for enrichment and project-based learning. School #8 continues to experience a slight increase in student attendance compared to this time last year, and credits the ELT program as one contributing factor to this trend.

The school met the majority of its Receivership indicators, and has preliminarily been determined as having made demonstrable improvement. With a stabilized, positive school climate, School #8 will shift efforts this year to emphasize improvement of academic indicators.

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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.



Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1 – Priority School Make Yearly Progress		Make Progress		The school did not meet the progress target for 2016-17 for this indicator. The school is uncertain as to whether or not it will make the progress target for this indicator for SY2017-2018.	Please see below.	Please see below.	Please see below.
#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. This year Center for Youth staff, in combination with School #8 staff has offered the first of three workshops to teachers and related	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Cool Down Zone data ● Referral data 	Average Daily Attendance Data: 92.4% as of 10/11/2017, an increase of 3.0% percentage points from the average daily attendance during the 2016-2017 school year and a 4.0% increase from the 2015-2016 school year. Staff are active in



				<p>services staff, focused on the use of Restorative Practices.</p> <p>Second Step: Summer professional development was offered and implementation of the program is nearing 100%. The Social Emotional Coach supports all new teachers by co-facilitating lessons and activities. The school is currently implementing the anti-bullying unit, grades K-5 and Second Step common language is being used across the school.</p> <p>TCIS: School #8 staffs two certified trainers who help facilitate the commitment to providing consistent social-emotional supports to all students. Currently, over 40 staff are certified in TCIS, an increase of 30% from last year.</p> <p>Restorative Practices: The newly established Restorative Practices Committee is working on formalizing protocols for restorative discipline. The team is utilizing circles to improve relationships across the school community.</p>		<p>addressing absences of more than 2 consecutive days to ensure students return to school and families are supported.</p> <p>Suspension/Serious Incident Data: Suspensions are down from this time last year, as per internal SPA data below. School #8 has had one (1) serious incident year-to-date.</p> <p style="text-align: center;">Suspensions by Month</p> <p>Cool Down Zone: As of 9/29/2017 the CDZ has seen 224 students; an increased number of visits since this time last year shows that students and teachers are taking advantage of proactive supports. As a result, there is a 49% decrease in office referrals per day from September 2016 to September 2017.</p>
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#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.																
#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.																
#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>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>Walk to Intervention: The school continues to use Walk to Intervention by engaging in deep data analysis during common planning time, facilitated by the school’s Instructional Coaches. The progress of Tier 3 students is discussed weekly; Tier 2 biweekly and Tier 1 students monthly. Groups are flexed accordingly to ensure that student need is met in all Tiers. The school has implemented the “Student Action Team,” which receives referrals from teachers regarding potentially at-risk students. With increased use of this structure, the school anticipates being able to address student need more quickly and thoroughly.</p> <p>Common Writing Assessments:</p>	<ul style="list-style-type: none"> ● NWEA ELA ● Marking period grades ● RCSD Common Assessments ● Other Formative Assessments: <ul style="list-style-type: none"> -K - 2: Brigance -AIMSweb 	<p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>28.12</td> </tr> <tr> <td>4</td> <td>32.43</td> </tr> <tr> <td>5</td> <td>21.57</td> </tr> <tr> <td>6</td> <td>22.22</td> </tr> <tr> <td>7</td> <td>20.93</td> </tr> <tr> <td>8</td> <td>18.37</td> </tr> <tr> <td>Total</td> <td>23.88</td> </tr> </tbody> </table> <p>Common Writing Assessments: All grade levels have completed and scored the first Common</p>		Total Percentage Level 2 or Above	3	28.12	4	32.43	5	21.57	6	22.22	7	20.93	8	18.37	Total	23.88
	Total Percentage Level 2 or Above																						
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				<p>Last year’s school wide common writing assessment showed significant improvements in students’ ability to organize their writing in a purposeful way. The school continues to use the RACES (Restate, Answer, Cite, Explain, Summarize) strategy for grades 3-8; it is noted that many students utilize this strategy regularly during ELA instruction. This school year, the team will implement a “next step” protocol to ensure that learning gaps/needs identified during grade-level meetings are addressed within instruction and subsequently progress-monitored.</p> <p><u>Reading Specialists:</u> Reading Specialists continue to support targeted literacy interventions for students. Reading interventions have shifted to an integrated model during content area classes.</p> <p><u>Intervention Specialists:</u> Highly trained teachers support Tier III intervention for identified students and provide data analysis support for teachers.</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. Teams meet and</p>		<p>Writing Task. They are being analyzed next week for strengths, areas of focus, and next steps are being developed to focus on 1-2 of the 6+1 Traits. Professional learning will support teachers in implementing those next steps. The second Common Writing Task will be developed and administered during the second NWEA window in the winter.</p> <p><u>Reading/Intervention Specialists:</u> The Reading Specialists have been assisting with baseline assessments at all grade levels, including AIMSWeb, NWEA, Brigance (at K), and the new K-2 benchmark assessments. All of this data is currently being analyzed and used to develop intervention groups.</p> <p><u>Blended Learning:</u> Initial baseline assessment data emerging from blended learning platforms is in the process of being reviewed.</p> <p><u>Professional Development:</u> The EL Workplan will continue to be the pillar for the school’s administration of professional</p>
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				<p>examine data collected from following programs: Language Live (6 grade, 6-8 SC), Compass, Lexia (grades K-3).</p> <p>Professional Development: School staff has taken information focused on implementing deep data dives during common planning. Weekly meetings allow teachers time to unpack the new ELA modules and to collaborate to align instructional delivery with HOWLS, inquiry-based activities, and good first teaching, as per the EL Workplan. Three (3) teachers attended the National EL conference in July. Adjustments new this year include:</p> <ul style="list-style-type: none">● Implementation of new modules; Grades 3 - 5 ELA; increased on-site services from EL in order to support this● targeted training to teachers in grades K - 3 on the RtI process <p>Bank Street: Cross-functional instructional leadership team is continuing to work with Bank Street on protocol to identify and address specific problem areas.</p> <p>Literacy for a Lifetime: The RCSD is embarking on a partnership with the International Center for Leadership in Education, with a focus on the rigor/relevance framework. Initial professional learning on this topic was received by staff during the</p>		<p>development of staff. As a result, there has been an increase in staff attendance at the collaborative PD with GCCS, and an improvement in the pacing and implementation of the modules at 3-8 has been noted.</p>
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					<p>Superintendent's Conference Day on 10/6/2017.</p>																		
<p>#39 – Math All Students MGP</p>	<p>43.78</p>	<p>51.17 or +2%</p>		<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 being trained in Zearn (grades 1-5). The 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: New this year: a centrally-assigned Math Coach is collaborating with all teachers, with a specific focus of providing instructional feedback to teachers and modeling incorporation of writing in mathematics. The coach will also provide on-site Zearn training for both teachers and students.</p> <p>Acceleration Opportunities: 21 of our 8th grade students are taking Algebra I.</p> <p>Professional Development: School staff will be receiving professional development in upcoming weeks focused on the following: deep data dives to support data examination taking place during common planning time, alignment of instructional delivery with HOWLS, and instructional design implementing inquiry-based activities.</p>	<ul style="list-style-type: none"> ● NWEA Math ● Marking period grades ● Other Formative Assessments: <ul style="list-style-type: none"> -K - 2: Brigance -7 - 8: iReady -AIMSweb -DreamBox -Zearn 	<p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" data-bbox="2118 511 2475 950"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>31.24</td> </tr> <tr> <td>4</td> <td>27.78</td> </tr> <tr> <td>5</td> <td>13.72</td> </tr> <tr> <td>6</td> <td>17.77</td> </tr> <tr> <td>7</td> <td>6.98</td> </tr> <tr> <td>8</td> <td>10.42</td> </tr> <tr> <td>Total</td> <td>18.47</td> </tr> </tbody> </table> <p>Marking Period Grades: 15/21 students are currently passing Algebra 1.</p> <p>Other Formative Assessment Data: The iReady diagnostic was given the week of 10/16/17. Zearn began at grade 3-5 around the first of October; results continue to be collected; the school is</p>		Total Percentage Level 2 or Above	3	31.24	4	27.78	5	13.72	6	17.77	7	6.98	8	10.42	Total	18.47
	Total Percentage Level 2 or Above																						
3	31.24																						
4	27.78																						
5	13.72																						
6	17.77																						
7	6.98																						
8	10.42																						
Total	18.47																						



							currently averaging about 1 lesson per week.
#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: RC8 will continue to implement two expeditions per grade level-one fall and one spring. The Expeditions are directly aligned to the modules at every grade level. The school is also working to implement more cross-curricular connections within each expedition, including the arts, music, and PE. Each expedition will be enhanced with field work in the community, expert presentations, and service learning opportunities. Some of the expeditions have been done in the past, while others are brand new due to changes to the ELA Modules.</p> <p>Acceleration Opportunities/Extended Day Programming: 40 students are currently taking Earth Science. In preparation for the Regents examination, after-school tutoring sessions are already being offered. The school made the shift from Living Environment to Earth Science this school year as the progression from 7th grade science aligns with the newly adopted EL Education modules.</p> <p>Gardening Initiative: The school is in the process of planning the garden program, and will begin this</p>	<ul style="list-style-type: none"> ● NWEA ELA and Math ● Marking period grades ● Other formative staff data 	<p>Marking Period Data: The school is in the process of reviewing marking period data for students in Earth Science, and will be encouraging targeted groups of students to attend after school tutoring sessions.</p> <p>NWEA for Science: NWEA for Science, grades 7 and 8, was administered the week of 10/19/17. Results will be analyzed and students will receive personalized instruction as per need.</p>



				winter by planting seeds in our greenhouse, with plans to plant an outdoor garden in the spring. The plan includes involving students in the beautification of the school grounds through landscaping and other initiatives.		
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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	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 goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#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 Indicators #1 and #33.		
#14 – 3 – 8 ELA ED Students Level 2 & Above	19%	45% or +6%age		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 Indicators #1 and #33.		



		points = 25%		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 Indicators #1 and #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 Indicators #1 and #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 school climate. Program offerings during ELT are aligned with content area curricula, derived from staff/student input, and are aligned with student choice, voice and need. 100% of students receive at least 200 hours of ELT with the school’s current 7:30am - 3:30pm schedule. In addition, the YMCA offers a wrap-around program, and has increased capacity for student enrollment for this school year.</p> <ul style="list-style-type: none"> ● Attendance data ● School Safety data ● Staff/Student/Parent Satisfaction Survey ● Provider Survey 	<p>See Indicator #5.</p> <p><u>Staff/Student/Parent Satisfaction Survey:</u> Student-Led Conferences are scheduled for 11/6/17-11/7/17; survey data will be reviewed and reported on in Q2.</p>



				<p><u>Arts/Music/Expeditions:</u> Each grade level, including Pre-K, has planned an expedition/field study directly linked to content area curricula. Arts/music offerings at the 7th and 8th grade levels have been opened to allow for more student choice in participation, and include chorus, instrumental music and general music.</p> <p><u>Recess:</u> All students continue to receive 25 minutes daily of supervised recess, which includes opportunities for interactive physical play with peers as well as structured opportunities to create fine or performance-based artwork.</p> <p><u>TEAM Time:</u> During TEAM Time, students are provided with 40 minutes / week of social-emotional learning based on Second Step curriculum. School #8 shifted this year to conducting all 40 minutes of TEAM Time to the beginning of the school day (instead of 20 minutes at the beginning/end of each day) in order to allow for increased time to delve into the curriculum.</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 III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>					
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 					
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out			
1.	Use of technology in the classroom to deliver instruction		School 8 recently received 3 additional Chromebook Carts and now have a total of 7 carts with two teachers sharing 1 cart for 3 rd -8 th grade. K-2 teachers currently have 4 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 and differentiate instruction.		
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 <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 IV – Community Engagement Team and Receivership Powers



<u><i>Community Engagement Team (CET)</i></u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
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. 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 is eager to report that it has increased its parent representative by one, but acknowledges the need to continue to recruit additional parents for participation on CET.</p> <p>At the first CET meeting of the 2017-2018 school year, the team developed a bi-monthly meeting schedule for the year, and developed a learning walk calendar. The team also attended the school’s anti-bullying assembly that was taking place concurrently.</p> <p>Information shared included the school’s progress toward meeting Receivership targets, discussion of formative academic and social-emotional data collected thus far, and support needs for upcoming EL Expeditions.</p>
<u><i>Powers of the Receiver</i></u>	
Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	<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 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.				
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 – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	Overall, there are multiple, ongoing Community-wide Needs Assessments occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at either the continuation of, or the new implementation of, the Community School Strategy. Each of these meetings/events is uniquely adapted to the individual school’s character. It is important to note that additionally and concurrently, the District is engaged in the Path Forward process - holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity and goals of each school community. School #8’s first Path Forward meeting was 10/26/17.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Schools entering this inaugural year of the community school strategy (3, 8, 41, Monroe, NE) will integrate the communication and understanding of the community school strategy into existing structures and events during the first part of the year. During the year as the schools build internal capacity to design and implement an appropriate needs and asset assessment process, the public forums and active surveying will occur. See information above regarding School #8’s Community Engagement Team.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	The District centrally supports timely communication to all stakeholders, as it has during the past two years of Receivership communication, through the District’s Office of Communications. Two staff positions were recently added to the department - Assistant to the Superintendent for Communication and Community Outreach, and a



	Communications Assistant so support social media use at the district and schools. The nature of Community School strategy is local, and holds that relationships are central, requiring that the bulk of communication be as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali if required. There is a Spanish translator on staff in the District Communications Office.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	Each school's site coordinator serves (or will serve when identified) as part of the school leadership team, be a member of the School-based Planning Team, the CET, and other community/building roles as the principal assigns. Ongoing professional development is provided for site coordinators and leadership teams to deepen CS understanding, align their roles to their specific schools, and align their stakeholder communication skills.
Steering Committee (challenges, meetings held, accomplishments)	As implementation of the community schools framework at School #8 is in its infancy stages, at School #8 the CET currently serves as the steering committee for this work. See Part IV above.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	School #8 has begun the hiring process for this position.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review.. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.

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 VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis



Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	n/a	
SIG:		<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. With 99% of staff returning to School #8, implementation of the EL Education Workplan has become deeper and more refined, and this year will include use of new EL Education Curricular Models. Two Help Zone support staff continue to provide consistent social/emotional interventions to students, contributing to School #8's upward trend in improved school safety and climate.</p> <p>Code 46: The school identified a need for middle school staff to attend EL Education's National Institute; teachers attended and report feeling more prepared to integrate EL approaches into instruction. Data collected through walk-throughs will allow for further exploration of impact.</p> <p>Code 45: The school has requested to amend for District set-aside to be allocated to this Code to allow for purchase of EL curricular materials.</p>
CSG:		<p>Under NYSED review. Proposed expenditures, for this school specifically, include:</p> <p>Code 15 - Community Schools Site Coordinator, hourly pay for teachers to conduct training in CPI, TCIS and Restorative Practices, hourly pay for Social Worker to create community database.</p> <p>Code 16 - Civil service hourly pay to support ELT initiatives.</p> <p>Code 40 - Contracted services from Center for Youth and STARBridge.</p> <p>Code 45 -ELT supplies and flexible fund to support families in transition.</p> <p>Code 46 - Travel to Community Schools Conference.</p> <p>Code 30 - Updates to 3rd floor to create intervention spaces.</p>

Part VII: 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. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe 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 VIII – 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: [Signature]
 Date: 10/31/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.



Name of CET Representative (Print): Coren Montraillo
 Signature of CET Representative: [Signature]
 Date: 10.30.17