Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/schoolinnovation	
School #8 Roberto Clemente	261600010008	Rochester City School District	EL Education	**Check which plan below applies:**	
				SIG	SCEP
				Cohort: SIG Cohort 6 Model: Community-Oriented	

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Laurel Avery-DeToy Appointment Date: August 2015	Beth Mascitti-Miller, Chief of Intensive Supports and Innovation Michele Alberti, Executive Director of School Innovation Carrie Pecor, Director of Program Accountability	PK-8	10.7% as of 5/8/2017	18.2% as of 5/8/2017	549 as of 5/8/2017

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*.

This quarter, School #8 continues to build on its positive change in school climate that has contributed to creation of a consistent learning environment aligned with the EL Education model of inquiry-based, hands on learning. The school's plan for improvement continues to be centered on these key strategies, which will be refined and deepened next 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 education 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 this quarter 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 supported 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 follow-up, job-embedded instructional coaching. 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, and use a walk-through protocol focused on good first teaching and each school's individual EL Workplan, to collect data and provide recommendations to one another for continued improvement.

School #8 continues to build upon its cohesive, multi-tiered system of social/emotional supports. This quarter, the school provided training for support staff in TCIS, and provided additional training in the use of Second Step to teachers, building the school's capacity to meet the social/emotional needs of its students. Continued support from the Center for Youth, Genesee Mental Health and Monroe County Mental Health also contribute to the school's improved climate. As a result of these efforts, the school continues to experience a significant decrease in suspensions and serious incidents from SY1516.

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 this year, and credits the ELT program as one contributing factor to this trend. Additionally, the showcasing of student learning that has taken place during arts, music or as a result of EL expeditions at parent/family events has increased parent engagement at the school, with attendance at such events in the hundreds.

With established positive climate and culture shifts, and increased consistency in good first teaching, the school is confident that it will meet at least two indicators, and cautiously hopeful about some of the NYS-testing-based indicators. However, all parties acknowledge that while the school has rebuilt a foundation, progress takes time, and meeting progress targets is uncertain. At this point, testing is completed (with the exception of the Algebra I and Living Environment Regents), and the school is celebrating that approximately 99% of teaching staff has committed to returning to School #8 next year. This speaks to the growing collective belief that the strategies that are in place are gaining traction, are ready for increased depth and refinement, and that the school is poised to make greater gains.

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. *2017-18 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)*

LEVEL 1 Indicators 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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator

| *Indicator #1: Priority School make yearly progress* | N/A | Make Progress | Y | No | **GCCS:**
School #8 partners with Genesee Community Charter School and EL Education to provide a foundational skills program for grades K-2. The program has proven to increase literacy skills for all students by incorporating a sensory integration component into the curriculum/instruction. Teachers are working with small groups of students to provide more individualized support. Groups often change structures based on data. The evidence suggests that our partnership has encouraged staff to implement literacy best practices and has fostered shared learning between both school sites. Students are engaged in activities and are more invested in their learning.

EL Education:
Administrative walkthroughs and observations, specifically focused implementation of elements from the EL Workplan, have been completed continually since September and provide feedback to teachers that impacts instructional delivery. The EL Coach supports individual teachers and teacher teams twice per week through co-teaching, modeling and/or discussion of data. The EL Workplan is a framework for instruction, collectively adopted by staff and a consistent anchor for best practices in instruction and assessment. Students participate in two EL Expeditions per grade level, which are content based and provide opportunity for project-based learning. The school hosts 2 EL Exhibition Nights where students showcase their learning, and has | ● NWEA ELA and math
● Marking period grades
● Other Formative Assessments:
-K - 2: Brigance
-7 - 8: iReady | The school is uncertain as to whether or not it will meet the 16-17 progress target toward this indicator based on the following:

NWEA Fall/Winter 2017 Administration
Projected Proficiency
ELA All Students (3-8): 21.1%
Math All Students (3-8): 18.6%

NWEA Winter 2017 Administration
Projected Proficiency
ELA Black Students (3-8): 16.9%
Math Black Students (3-8): 17.5%
ELA ED Students (3-8): 18.5%
Math ED Students (3-8): 15.7%

Marking Period Grades
Students who passed all three Marking Periods:
ELA All Students (6): 62%
ELA All Students (7): 91%
ELA All Students (8): 23%
Math All Students (6): 86%
Math All Students (7): 91%
Math All Students (8): 44%
Science All Students (6): 68%
Science All Students (7): 40%
Science All Students (8): 28%

Other Formative Staff Data Points
Data collected and analyzed from | **GCCS:**
School #8's partnership will continue with GCCS, with the following adjustments:
● 100% of School #8's K-2 teachers will participate
● Support from an additional .2 instructional coach provided by EL - provision of support specific to skills foundation and EL ELA curriculum
● Consideration of adding math focus to partnership in January 2018
EL Education:
School #8 will continue its partnership with EL Education, including adopting the EL Workplan as a framework for programming, with the following adjustments:
● Implementation of new modules; Grades 3 - 5 ELA; increased on-site services from EL in order to support this
● Increased professional learning for grades 7 - |

					experienced a significant increase in family/community attendance at them; the last one attended by approximately 400 people. **Second Step/TCIS:** The school's Tiered Intervention Plan defines the role of key players including teachers, support staff, administration, parents, students, and community agencies. The Mental Health Team and the Response to Intervention Teams are fully established, and monitor intervention processes for all students. Data from Office Discipline Referrals, Cool Down Zone/ATS logs, DASA logs, and SPA are used to identify students who are in the greatest need of social/emotional supports so that early intervention can be provided. Suspension and Incident data (included with Indicator 5) are also used to monitor progress. **ELT:** School #8's art and music programs, as embedded in their ELT offerings, continue to provide students an opportunity to enrich their learning. Showcases of the students' learning in their arts and music programs, as well as from their EL expeditions, happens consistently and attracts hundreds of attendees from families and the community, promoting family engagement and supporting the continued development of the school's positive school climate. The master schedule includes 100 minutes of grade-level common planning time weekly.		administrative walk-throughs and peer-led learning walks indicate that some staff are still in need of support in designing student-centered learning tasks, as per EL protocol, and differentiation of learning.	8 teachers (will attend National EL Conference in July), as these grades have formally adopted integration of EL modules **Second Step:** Implementation of this social/emotional curriculum will continue at all grade levels, with the following adjustments: ● focus on implementation with fidelity at grades 7 and 8 as data has shown that these grades are of the highest need for support ● Increased professional learning opportunities in TCIS to ensure that all staff working with students are trained in order to promote clear and consistent expectations school-wide **ELT:** ELT programming at School #8 will continue, with a focus on arts/music integration and project-

				Embedded weekly professional learning opportunities that take place during this time include data meetings, EL protocol training, direct interaction with the RCSD's Executive Directors of ELA and Math, and social/emotional and classroom management strategies, based upon the book, Management in the Active Classroom. **Intervention/Data Analysis:** Data collected from administrative walkthroughs and from our teacher-led Learning Walks are used to develop our weekly and long-range professional learning plans. Coaches are able to adjust PL plans based on weekly administrative meetings and on their own observations. Through this work, we have seen improved trends regarding Tier 1 differentiation, regular progress monitoring and flexible grouping, and overall receptiveness to PL opportunities at the building level. Data walls are established in most classrooms and an administrative data wall, displaying schoolwide data, is displayed in the coaches' office. All teachers have access to comprehensive student information through a shared Google Drive, and includes academic and social/emotional data for each child. These data provide a resource for making informed decisions regarding academic and social/emotional programming for each and every student by face and by name. Student assessment results continue to impact			based, EL Education-aligned learning opportunities, with the following adjustments: ● increased opportunity for students to showcase learning at school-wide functions, such as assemblies, student-led conferences, school-wide events celebrating student achievement ● exploration of inclusion of Second Step as a stand-alone offering in ELT for grades 7-8 **Intervention/Data Analysis:** School #8's structures for provision of intervention and data analysis will continue, with the following adjustments: ● schoolwide data walls will be established and revisited at 5-week intervals ● posters celebrating students meeting NWEA growth targets will be posted after

					flexible grouping for intervention, and Tier I, II, and III instructional planning that is aligned with the expanded Walk to Intervention model for SY 16-17, for grade levels K-6. Reading teachers (2.0) assigned by the District provide instructional support for the school's Walk to Intervention. 1 FTE in K-2 by provides Tier II instruction, and another FTE provides Tier II intervention in the upper grades. Students receiving Tier 3 intervention are progress monitored weekly. If they are making gains, they continue the intervention. If little to no progress is shown, the intervention is changed and monitored for 4-6 weeks. When students meet their goals, they work on a new goal.			benchmark assessments ● supervising administrators will post data in office to support data-focused conversations ● attendance data will be posted ● School #8 expects centrally-deployed Reading Teachers to remain at the school in order to leverage established relationships with students as both individuals and as learners ● Increased professional learning opportunities and job-embedded coaching, focused on the RtI process, will be provided to teachers of grades K-3, as data has suggested a need for this cohort to implement the process with increased fidelity

| *Indicator #5: School Safety* | 19 | < 6 Serious Incidents or a 15% reduction = 16 | G | Yes | **Cool Down Zones:** School climate is significantly improved based on feedback from all staff and decreased instructional disruptions since the addition of the Cool Down Zones. As of May 1, 2017 the CDZ has seen 3148 students. This preventative and problem solving approach has assisted in achieving a 45% decrease in total suspensions (and a 58% decrease in Out of School suspension) since last year.

Second Step Training: Recently-purchased Second Step training materials will continue to support the school's vision that all staff become versatile in implementing the social-emotional curricula, and silent teachers will reiterate this learning throughout classrooms at all grade levels.

TCIS: School #8 staffs two certified trainers of TCIS which facilitates our commitment to providing consistent social-emotional supports to all students, from all adults in the building. We currently have approximately 30 staff certified in TCIS, with another 13 currently involved in the 24 hour initial training course.

Restorative Practices: The restorative component continues to complement the EL practice of TEAM time. Students are used to coming together in a circle as a mechanism for discussions and problem solving. Restorative conferences have been used to resolve multiple incidents which may | ● Attendance data ● Suspension data ● Cool Down Zone data ● Referral data | The school expects to meet the 16-17 progress target toward this indicator based on the following:

Serious Incidents Year-to-date, School #8 has reported 2 serious incidents.

Average Daily Attendance 88.7% as of 5/8/2017, an increase of .9 percentage points from the average daily attendance last year. The school counselor has identified a total of 6 students consistently hindering the school's ability to hurdle this number and is working with families and central office staff to assist students in attending.

Incidents/Suspensions As of 5/1/17, the school's VADIR index shows a 78% decrease from June 2015. Overall suspensions are down by 45%, with out of school suspensions down by 58%. Utilization of our Alternative to Suspension room has become more effective and efficient, which has also facilitated the reduction in out of school suspension rates. | **Cool Down Zones:** School #8 will continue to operate two Cool Down Zones, staffed by the Center for Youth, in order to support the social/emotional needs of students, with the following adjustments: ● Center for Youth will provide a "floater" staff member to ensure for consistency in service delivery ● Center for Youth staff will offer three workshops to staff at each grade level, focused on the use of Restorative Practices

Second Step/TCIS: Staff will continue to implement this social/emotional curriculum, with the following adjustments: ● staff at grades 7 and 8 will receive additional support, as data has shown these grades to be in the highest need of implementation with fidelity ● School #8's TCIS turn- |
|---|---|---|---|---|---|---|---|---|

					have previously been dealt with only in a disciplinary or supervisory manner -- providing for the further development of common ground and enhanced understanding of different perspectives.				key trainers will offer two full training sessions during the Summer of 2017; staff not currently trained will be encouraged to attend **Restorative Practices:** The use of Restorative Practices as a social/emotional framework will continue, with the following adjustments: ● increased use of Peace Circles in various settings, including parent/community events and grade-level town hall meetings
Indicator #9: 3-8 ELA All Students Level 2 &	19%	42% or at least a 3% increase	Y	No	**See Indicator #33.**		**See Indicator #33.**	**See Indicator #33.**	**See Indicator #33.**

Above								
Indicator #15: 3-8 Math All Students Level 2 & Above	15%	41% or at least a 3% increase	Y	No	**See Indicator #39.**	**See Indicator #39.**	See Indicator #39.	**See Indicator #39.**
Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)	49.66	50.72 or minimum of a 1% increase for all students	R	No	**Walk to Intervention:** The school continues to develop 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. **Common Writing Assessments:** The second schoolwide common writing assessment was administered in February, with plans to administer a third in May. The February administration showed significant improvements in the students' ability to organize their writing in a purposeful way. After the first administration of the Common Writing Task, the school decided to introduce the RACES (Restate, Answer, Cite, Explain, Summarize) strategy for grades 3-8; it is noted that many students utilized this strategy on the February assessment. **Reading Specialists:** Reading Specialists continue to support	● NWEA ELA and math ● Marking period grades ● RCSD Common Assessments ● Other Formative Assessments: -K - 2: Brigance -7 - 8: iReady -AIMSWeb	The school is uncertain as to whether it will meet the 16-17 progress target toward this indicator based on the following: **NWEA Fall/Winter 2017 Administration** Projected proficiency: ELA All Students (3-8): 21.1% **NWEA Winter 2017 Administration** Projected proficiency: ELA Black Students (3-8): 16.9% ELA ED Students (3-8): 18.5% **Marking Period Grades** ELA All Students (6): 62% ELA All Students (7): 91% ELA All Students (6): 62% **Other Formative Staff Data Points** Data collected and analyzed from administrative walk-throughs and peer-led learning walks	**Walk to Intervention:** See Indicator #1. **Common Writing Assessments:** The use of Common Writing Assessments, aligned to the 6+1 Writing Traits, will continue, as follows: ● assessments will be developed by grade-level teams during common planning time, aligned with the structure and nature of the NYS assessments. ● teams will use results to identify student strength and need, reteach skill and content as needed, then re-assess during the subsequent assessment **Reading**

| | | | | | targeted literacy interventions for students.

Intervention Specialists:
Highly trained teachers support Tier III intervention for identified students and provide data analysis support for teachers.

Blended Learning:
Blended learning continues to provide students with access to adaptive instructional software, allowing students to receive personalized learning in ELA. Teams meet and examine data collected from following programs: Language Live (6 grade), Compass, Lexia, STAR (grades K-5).

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, unpacking of upcoming ELA modules for the remainder of the year and alignment of instructional delivery with HOWLS, inquiry-based activities, and good first teaching, as per the EL Workplan.

Bank Street:
Cross functional instructional leadership team is working with Bank Street on protocol to identify and address a problem of practice in teaching and learning. | | indicate that some staff are still in need of support in designing student-centered learning tasks, as per EL protocol, and differentiation of learning. | **Specialists/Intervention Specialists:**
Two Reading Specialists will continue to be assigned to School #8 staff, and will continue to provide targeted literacy interventions to students in alignment with student need. The school is exploring the implementation of a master schedule in which reading interventions are provided in an integrated model during content area classes.

Blended Learning:
Blended learning opportunities will be a tool to support provision of targeted intervention, with possible addition for SY1718:
• MYON - a personalized library for students, which books recommended based on student interest, read level, and books they've read |

							Professional Development:
							The EL Workplan will continue to be the pillar for the school's administration of professional development of staff, which will continue to focus on good first teaching, delivery of cognitively demanding and engaging lessons and effective data analysis cycles. PD will be done during common planning time, and followed by job-embedded coaching. Adjustments to this next year include: - Implementation of new modules; Grades 3 - 5 ELA; increased on-site services from EL in order to support this - Increased professional learning for grades 7 - 8 teachers (will attend National EL Conference in July), as these grades have formally adopted integration of EL module - targeted training to teachers in grades K - 3 on the RtI process

| *Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)* | 43.78 | 51.17 or minimum of a 1% increase for all students | R | No | **Blended Learning:**
iReady is being used at the 7th - 8th grade levels in order to provide additional math intervention to students. Per analysis from the RCSD's Executive Director of Mathematics, School #8 students are demonstrating significantly higher increases in performance growth than their peers district-wide

Acceleration Opportunities:
Of the 18 students currently taking Algebra I, between 3 - 10 students attend tutoring consistently. While a fraction of students have passed all three quarters so far, all students have demonstrated growth in math skill and concepts.

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 and good first teaching, as per the EL Workplan. | ● NWEA ELA and math
● Marking period grades
● Other Formative Assessments:
-K - 2: Brigance
-7 - 8: iReady
-AIMSWeb | The school is uncertain as to whether or not it will meet the 16-17 progress target toward this indicator based on the following:

NWEA Fall/Winter 2017 Administration
Projected proficiency:
Math All Students (3-8): 18.6%

NWEA Winter 2017 Administration
Math Black Students (3-8): 17.5%
Math ED Students (3-8): 15.7%

Marking Period Grades Algebra I
7/18 (39%) of students have passed Q1-3 (3/7 attend tutoring consistently).
18/18 (100%) of students show more growth on NWEA than the national norm.

Students who passed all three Marking Periods:
Math All Students (6): 86%
Math All Students (7): 91%
Math All Students (8): 44%

Other Formative Student Data Points
iReady: Data indicates that students at School #8 have made | **Blended Learning:**
School #8 will continue to use instructional technology resources to provide students with an opportunity to receive instruction tailored to their specific student need, and will add the following components:
● Zearn and DreamBox - engaging, supportive, rigorous and standards-based curriculum adapted to the skill and knowledge level of students
● Algebra I - continue with one section
● administration of common math assessments in all grade levels in order to identify trends in student strength and knowledge/skill gap

Professional Development:
The EL Workplan will continue to be the pillar for the school's administration of professional development |

			■				significant growth in math as compared to peers at other schools. **Other Formative Staff Data Points** Data collected and analyzed from administrative walk-throughs and peer-led learning walks indicate that some staff are still in need of support in designing student-centered learning tasks, as per EL protocol, and differentiation of learning.	of staff, which will continue to focus on good first teaching, delivery of cognitively demanding and engaging lessons and effective data analysis cycles. PD will be done during common planning time, and followed by job-embedded coaching.
Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above	28%	47% or minimum of a 3% increase in this group's academic performance	Y	No	**EL Expeditions:** RC8 has added an extra expedition at each grade level, aligning with Science curricula. Additionally at the 4th grade level, science curriculum was supplemented by a module on simple machines. **Acceleration Opportunities/Extended Day Programming:** 18 students are currently taking Living Environment. In preparation for the Living Environment Regents examination, after-school tutoring sessions have been offered twice weekly. 3 - 10 students are attending consistently. **"Science Word of the Week":** "Science Word of the Week" continues to run on the electronic ticker in the main foyer. Teachers report hearing students using the "Word of the Week" in either academic	● NWEA ELA and math ● Marking period grades ● Other formative staff data	The school is uncertain as to whether or not it will meet the 16-17 progress target toward this indicator based on the following: **NWEA Fall/Winter 2017 Administration** Projected Proficiency ELA All Students (3-8): 21.1% Math All Students (3-8): 18.6% **NWEA Winter 2017 Administration** ELA Black Students (3-8): 16.9% Math Black Students (3-8): 17.5% ELA ED Students (3-8): 18.5% Math ED Students (3-8): 15.7% **Marking Period Grades:** Students who passed all three Marking Periods:	School #8 will continue its work on this Indicator next year, with the following changes: **Acceleration Opportunities:** School #8 will offer Earth Science next year instead of Living Environment, as this curriculum offer a natural progression from the 7th grade science curriculum and aligns with the newly adopted EL Education modules. **Progress Monitoring:** School #8 will administer the NWEA assessments in Science three times per year in SY1718, as a

							Science All Students (6): 68% Science All Students (7): 40% Science All Students (8): 28%	mechanism for targeting interventions for Science-specific skill and knowledge gaps.

discourse or in writing assignments. Science teachers have used the vocabulary words in direct instruction and/or when travelling with their students through the hall.

Gardening Initiative:
The School #8 garden is expanding, allowing students to make hands-on connections between their learning in the classroom and real-world application. Students are planting variety of herbs, tomatoes, peppers, and other vegetables that can be dried. The "Garden Gurus" club plan to package and sell the dried goods this fall, when the drying process is completed, to raise money for the school community.

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, unpacking of upcoming ELA modules for the remainder of the year and alignment of instructional delivery with HOWLS, inquiry-based activities and good first teaching, as per the EL Workplan.

Other Formative Staff Data Points
Data collected and analyzed from administrative walk-throughs and peer-led learning walks indicate that some staff are still in need of support in designing student-centered learning tasks, as per EL protocol, and differentiation of learning.

Professional Development:
The EL Workplan will continue to be the pillar for the school's administration of professional development of staff, which will continue to focus on good first teaching, delivery of cognitively demanding and engaging lessons and effective data analysis cycles. PD will be done during common planning time, and followed by job-embedded coaching.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
Indicator #11: 3-8 ELA Black Students Level 2 & Above	17%	37% or has a minimum of a 3% increase in the group's academic performance	Y	No	63% 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.**	63% 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.**	63% 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.**	63% 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.**
Indicator #14: 3-8 ELA ED Students Level 2 & Above	19%	39% or a minimum of a 3% increase in the group's academic performance	Y	No	95% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the school's All Student population.	95% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the	95% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the	95% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the

						school's All Student population.	school's All Student population.	school's All Student population.
					See Indicators # 1 and #33.	See Indicators # 1 and #33.	See Indicators # 1 and #33.	See Indicators # 1 and #33.
Indicator #17: 3-8 Math Black Students Level 2 and Above	14%	34% or has a minimum of a 3% increase in the group's academic performance	Y	No	63% 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 #39.	63% 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 #39.	63% 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 #39.	63% 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 #39.
Indicator #20: 3-8 Math ED Students Level 2 and Above	15%	37% or has a minimum of a 3% increase in the group's academic performance	Y	No	95% 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 #39.	95% 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 #39.	95% 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 #39.	95% 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 #39.
Indicator #94: Providing 200 Hours of Extended Day	N/A	Provide 200 hours of ELT	G	No	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. The YMCA offers a wrap-around program, and has had a waiting list	● Staff/Student/Parent Satisfaction Survey ● ELT Provider Survey ● Attendance Data ● School Safety Data	See Indicator #5.	School #8 will continue its ELT program, with refinement of the following key strategies: **Arts/Music/Expeditions:** ELT will continue to be provided by School #8 staff, with a strong focus on arts/music integration and expeditionary learning. The school plans to continue with 2 content-area-based

					since January 2017, due to need for transportation. As of 5/22/17, School #8 will be assigned additional bussing, and will be able to provide this wrap-around opportunity to more students and families. **Arts/Music/Expeditions:** This quarter includes additional offerings in music, the arts and inquiry-based learning through the EL model, including another expedition added at each grade level. Each expedition this semester is including field work in the community, experts, and high-quality work for an authentic audience. For example, First Graders went to the RMSC Planetarium as part of their expedition on the Sun, Moon, & Stars. Fifth graders went to Frontier Field's Careers in Sports Day as part of their expedition "It's not just a game: Sports in American Culture. Third grade attended a performance of Peter Pan at Bishop Kearney High School as part of their expedition, "Hooking Your Imagination." These are just some examples of the authentic learning opportunities provided as part of expeditions.. Exhibition nights take place at the end of each semester, and we are anticipating over 400			expeditions per grade level, Fall and Spring exhibition nights (minimally), student-led conferences student learning showcases. **Recess:** The inclusion of recess as a component of ELT allows for development of students' social skills and social-emotional well-being. All students will 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. **TEAM Time:** During TEAM Time, students are provided with 40 minutes per week of social-emotional learning based on Second Step curriculum, and TEAM Time will continue at School #8 next year. TEAM Time is also used to develop prosocial behaviors, positive relationships, and real-life problem solving scenarios. This time is an opportunity

attendees at the event on June 9.

Recess:
The inclusion of recess as a component of ELT allows for development of students' social skills and social-emotional well-being. 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.

TEAM Time:
During TEAM Time, students are provided with 40 minutes / week of social-emotional learning based on Second Step curriculum. The remaining time is utilized on the development of prosocial behavior, positive relationships, and real-life problem solving scenarios. This time is an opportunity for the school to reemphasize school-wide social/emotional expectations and continue to improve on the community feel that has begun to take hold at RC8.

for the school to reemphasize school-wide social/emotional expectations and continue to improve on the community feel that has begun to take hold at RC8.

| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_. | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

Part III – *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 *not described in Part I or II above,* but 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school 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	2017-18 School Year Continuation Plan
1.	See "Key Strategies" as described in Executive Summary above.			
2.				
3.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**

Part IV – *Community Engagement Team and Receivership Powers*

Receiverership Quarterly Report and Continuation Plan – 3rd Quarter
January 31, 2017-April 28, 2017
(As required under Section 211(f) of NYS Ed. Law)

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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
Y	The Community Engagement Team (CET) continues to consist of representatives of school staff, leadership, and community based organizations. The CET has increased its membership by 2 community representatives this year, one representing the Rochester Rotary, and the other representing the Center for Youth. At meetings from January - May, RC8 instructional coaches present to the CET data on attendance, social-emotional behavior and academic achievement. The CET takes responsibility for reviewing quarterly reporting - both Receivership and EL Education Reviews, and members provide immediate feedback to school leadership with regards to information shared to be considered as part of school improvement plans. The CET reports out to the School Based Planning Team (SBPT) and shares all information on the shared Google Drive for all staff. CET feedback is recorded and shared with the SBPT team and the RC8 staff in its entirety, and the CET has increased its efforts to disseminate this information monthly to parents in a more consistent manner, such as robocalls, through Parent Connect, the school's website and Facebook page, "Monday Musings," and the RCSD Parent Link app.	School #8 will continue to with the Community School Model, and plans to put forth significant effort next year to bolster the CET's integration into the school community as follows: - recruitment of increased parent representation: will be done at family/community events as well as by personal invitation extension by School #8 principal. - structured training for CET members to participate in EL Learning Walks, in order to provide actionable feedback to staff and to evaluate the extent to which workplan goals have been met.

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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Over the course of the past several months, the power of the receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this shift. Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school's Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits. As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA. In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community	In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include: • Increased autonomies and supports directly to the buildings via the budget process • Comprehensive Professional Development Plan for 17-18, including PLC text based group • Receivership summer literacy conference

	School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.		**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – *Budget – (As applicable)*

(This section should <u>only be completed</u>, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

Budget Analysis			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	**ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:** ● **SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.**
Code 15: 2.0 Intervention Teachers, Partial FTEs to avoid itinerant teaching, hourly pay for ELT, hourly pay for PD and curriculum alignment	G	Intervention teachers supported the work of data analysis and creation of flexible groups based on data; provided targeted intervention to aligned to student need. Data teams worked with CO to identify students most in need of services. School #8 culture has shifted positively; ELT is led by teachers with established relationships with students rather than by community partners. Attendance is up slightly, and suspensions and serious incidents are down drastically, as students enjoy being in school and participating in academic and	**DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.** BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/

			.
	G	enrichment activities.	
Code 16: 1.0 SSO, 2.0 paraprofessionals, extra hourly pay to support ELT	G	Contributions from support staff allow the for consistent expectations, academically, and socia/emotionally. Appropriate training for these staff in Second Step allows for consistent approaches to social/emotional supports and delivery of ELT supports across the building.	
Code 40: contract with Center for Youth, EL Education	G	Center for Youth has contributed in the positive shift in school climate by supporting the school's Cool Down Zone with Youth Crisis Intervention Specialists. Data collection by date, time of day, grade, teacher and dedicated to grade levels shows continued reduction in suspensions and serious incidents.	
Code 45: Materials.Supplies to Support ELT Programming and EL Expeditions, Improvement of the Stage Area, Online Blended Learning Licenses	G	New expenditures in this category will support the continuation of the ELT program's arts and music strands, including opportunity for students to showcase learning in the arts and music through performance assemblies and Expedition Nights. Additional materials were purchased to support the school's progress with Second Step as well as to begin to integrate opportunities to connect ELT with science curricula. Recess materials will allow the school to continue to provide 25 minutes of recess to all students with fidelity.	
Code 46: Administrators and teachers to attend EL Conferences	G	Attendance at EL Learning forums has provided school leadership with a deeper understanding of EL framework, and support of the implementation of the EL Workplan with fidelity. Information from these sessions has been turn-keyed consistently, providing the entire school with a shared understanding and sense of community in implementing the EL way.	

Part VI*: Best Practices (Optional)*

Best Practices
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	The school is implementing many research-based strong practices outlined above, and is showing improvement as a result. However, without there being ultimate impact on student achievement, it would be premature to share here.	
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.

Name of Receiver (Print): Barbara Deane-Williams

Signature of Receiver:

Date: 5|26|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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Loren Montrallo

Signature of CET Representative:

Date: 5.19.17