

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

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	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, Superintendent	Laurel Avery-DeToy	Dr. Elizabeth Mascitti-Miller, <i>Chief of Superintendent's Receivership Schools and Innovation</i>		PK3 - 8	N/A	9.5% <i>Internal SPA data, 1/3/18</i>	18.4% <i>Internal SPA data, 1/3/18</i>	494 <i>Internal SPA data, 1/3/18</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, driven by EL Education curriculum.
3. Implementing Expanded Learning Time to deliver at least 200 additional hours of quality instruction, focused on intervention, acceleration and enrichment.

Work at School #8 continues to focus on implementation of the school's EL Workplan, which serves as the school's framework for good first teaching and professional learning. Data gathered during walk-throughs and learning walks guides collegial conversations, and has resulted in implementation of new instructional practices, supported by weekly professional development and follow-up, job-embedded instructional coaching. This school year, the school's leadership teams have deepened feedback provided as a result of data analysis through use of a "next step" protocol. This protocol has been developed by the school's instructional leaders, and is utilized during various professional learning meetings and opportunities, with a focus on analysis of student writing using Common Writing Tasks and the newly developed RC8 6+1 Traits of Writing Rubrics. Instructional leadership has developed a document to archive work around the Next Step protocol; additional information will be added as the school administers subsequent Common Writing Tasks. In addition, Bank Street is working directly with all of the RC8 Special Education teachers building resiliency and not giving up easily focused on students.

School #8 continues to build upon its cohesive, multi-tiered system of social/emotional supports. To date, the school's "Student Action Team," has reviewed 48 referrals, resulting in students' receipt of targeted, personalized interventions to address their needs. Continued partnerships with the Center for Youth, Genesee Mental Health and Monroe County Mental Health support the school's improved climate.

Work from the school's first exhibitions (grades K - 8) was on display at the school's first Exhibition Night on December 14th, which was attended by over 200 students and family members. In addition to the student work exhibits around the building, the school's music department had multiple performances that evening, many of which directly related to the content of student expeditions. Multiple grade levels participated in field studies, gave expert presentations, and/or created products to benefit the greater community.

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.
#5 – School Safety	19	<5 Serious Incidents or 20% reduction = 15.2		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	Cool Down Zone: Center for Youth staff continues to partner with the school to provide a Cool Down Zone as part of its tiered intervention. As of January 1, 2018, the Cool Down Zone has had 1,171 visits, a 36% decrease from last year at this time, suggesting that teachers and students are having more success proactively addressing potential situations. This has allowed the Cool Down Zone staff to offer more proactive group supports -- for example a Gang Awareness program was held for middle school students during the first semester. An additional Center for	<ul style="list-style-type: none"> • Attendance data • Suspension data • Cool Down Zone data • Referral data 	Average Daily Attendance Data: 92.7% as of 12/20/2017, 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. Grades K-8 are all over 90% average daily attendance for the year. No Attendance Referrals have been submitted (a 100% improvement over past years). There are currently 80 students with perfect attendance as of 12/20/17. Staff are active in addressing absences of more than 2 consecutive days to ensure students return to school and families are supported.



				<p>Youth Prevention worker has allowed for an increase in the number of individual and group skills workshops provided to students (21 additional students targeted via four research-based intervention groups).</p> <p>Second Step: During the first semester, the Second Step Bully Prevention overview was administered to all grade levels via Town Hall Assemblies. The full 5-lesson workshop was then administered to all 4th and 5th grade classes, two out of three 3rd grade classes, 2 out of three 2nd grade classroom, and one first grade classroom (based on teacher request). The materials were also adapted and administered to all 6-8th grade classrooms.</p> <p>On a recently administered student voice survey (grades 4-8 currently tallied), 73% of students report that they have NOT experienced bullying this year, and 76% of students reported feeling that adults at RC8 help students that are being bullied.</p> <p>The Social Emotional Learning Coach now supports modification of the Second Step program (a tier 1 intervention program) to meet the needs of tier 3 students in 3 out of 5</p>	<p>Suspension/Serious Incident Data: Out of School Suspensions continue to be down from this time last year, as per internal SPA data below. School #8 has had one (1) serious incident year-to-date. The school is demonstrating a 69% decrease in Out of School Suspensions from 2016 (70 OSS at 1/1/17) to 2017 (24 OSS at 1/1/18).</p> <p>Cool Down Zone: As of January 1, 2018, the Cool Down Zone has had 1,171 visits this year. This is actually a 36% decrease from last year at this time and suggests that teachers and students are having more success proactively addressing potential situations.</p> <p>The school continues to experience a 50% decrease in ODR's per day from last year (average as of 1/1/17 was 10.28) to this year (average as of 1/1/18 was 5.35).</p>
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				<p>self-contained classrooms. In a recently administered anonymous voluntary survey (50 staff responded), 84% of eligible respondents indicated that they currently utilized the Second Step program. Those teachers that reported not using the program seemed to indicate difficulty with scheduling/planning/and student engagement at the middle school level. There is a current focus on implementing the Second Step curriculum in the Upper School and the School Leadership Team is including this implementation in their feedback process and walkthrough tool.</p> <p>The school is currently in the process of obtaining the updated middle school curriculum. Additionally, the Social Emotional Learning coach is providing the program to all sixth grade students during one intervention block per week and to all seventh grade students during one session of Family Consumer Science per week.</p> <p><u>TCIS:</u> School #8 staffs two certified trainers who help facilitate the commitment to providing consistent social-emotional supports to all students. At present 26 staff members are certified in Therapeutic Crisis Intervention for Schools. Another 24-hour certification</p>		
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				<p>class is scheduled to begin on February 3rd. Additionally, the school will offer the 6-hour recertification class in March so that those staff who have already been trained can maintain their certification. Additionally, during Early Release PD sessions, lessons from the TCIS training materials have been provided to all Teaching Assistants and Paraprofessionals.</p> <p><u>Restorative Practices:</u> Restorative practices continue to be utilized school-wide. This year, the Cool Down Zone staff, in conjunction with the social-emotional support team, offered an initial workshop on Restorative Practices as part of the school's opening PD in August. All staff members participated in this workshop. A second session will be offered as part of the Early Release PD on February 2nd. This session will offer more detailed/advanced information targeting restorative conferencing and restorative consequences following misbehavior. Community meetings are held on either a monthly or bi-monthly basis in three out of five self-contained classrooms. These meetings involve the teaching team, service providers, community resources, parents, and students, and have been helpful in building relationships within the school community. The Social-Emotional</p>		
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					Coach, along with members of the social-emotional support team, facilitate restorative conversations/ conferences following all “significant” issues, or upon request of teachers/parents/students. Results of a recently administered anonymous and voluntary school wide survey (50 staff members responded) indicate that 98% of responding staff felt that School Climate is currently ranked at a least a 6 on a scale of 1-10 [64% of responding staff indicated at least an 8 on the same scale of 1-10].		
#9 – 3 – 8 ELA All Students Level 2 & Above	19%	51% or +6%age points = 25%		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.	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%		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 meet the progress target for this indicator for SY2017-2018.	See Indicator #39.	See Indicator #39.	See Indicator #39.
#33 – ELA All Students MGP	49.66	50.72 or +2%		The school did not meet the progress target for 2016-17 for this indicator.	Response to Intervention: The school continues to use Walk to Intervention for ELA by engaging in deep data analysis during common planning time, facilitated by the school’s	<ul style="list-style-type: none"> ● NWEA ELA ● Marking period grades ● RCSD Common Assessments 	Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.



			<p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>Instructional Coaches. The school's "Student Action Team" has reviewed 56 referrals to date, resulting in students receiving interventions acutely targeted to their needs.</p> <p>Common Writing Assessments: All grade levels have completed and scored the first Common Writing Task. They have been analyzed for strengths, and areas of focus, and the instructional leaders have determined instructional next steps to address 1-2 of the 6+1 Traits of successful writing. Professional learning has been and will be delivered to support teachers in implementing the identified next steps. The second Common Writing Task will be developed by grade-level teams, and administered during the second NWEA window in the winter. The same process for analysis of student writing will be implemented following the administration of the second Common Writing Task.</p> <p>Reading Specialists: Reading Specialists continue to support targeted literacy interventions for Tier II students.</p> <p>Intervention Specialists: Tier III intervention for identified students continues to be provided by highly trained teachers, who use the Really Great Reading programs and EL</p>	<p>● Other Formative Assessments: -K - 2: Brigance -AIMSweb</p>	<p>The school is in the process of administering the Winter NWEA.</p> <table border="1" data-bbox="1964 315 2319 639"> <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: The school has seen an improvement in the quality and quantity of writing across the content areas at multiple grade levels. Part of this initiative has been the implementation of the RC8 6+1 Writing Traits Rubrics for assessing writing in all subject areas. As a result, the entire building is using common language, which was also used within the Next Steps protocol to make instructional plans for the second quarter. The school expects to experience improved writing in these focus areas on the second administration of the Common Writing Assessment.</p> <p>Reading/Intervention Specialists: The Reading Specialists have been working with Tier 2 and Tier 3 students. Students are progress monitored based and grouped based on their strengths and needs. The winter benchmark window begins on January 8th, and</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
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				<p>Skills Block curriculum to support intervention. Intervention specialists support teacher with subsequent data analysis.</p> <p><u>Blended Learning:</u> Blended learning continues to provide students with access to adaptive instructional software, allowing students to receive personalized learning in ELA and Math. Student groups are flexed based on student strengths and needs. Teams meet and examine data collected from following programs: LANGUAGE! Live (6 grade, 6-8 SC), Compass, Lexia (grades K-3). After the winter benchmark for LANGUAGE! Live.</p> <p><u>Professional Development:</u> Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to identify and address gaps in achievement.</p> <p>Two administrators, two coaches, and two teachers attended the EL Education National Conference in Chicago in October. Adjustments new this year include:</p> <ul style="list-style-type: none"> ● Implementation of the new EL Education’s ELA modules for grades K-5 		<p>reading and intervention teachers will assist teachers in administering the winter benchmark assessments; NWEA MAP (K-8 Reading and Math), aimswebPlus (as needed), EL Reading Foundations Skills (K-2). This data will be analyzed and used to develop flexible groups during the walk to intervention block.</p> <p><u>Blended Learning:</u> Students are utilizing Zearn for a minimum of 120 minutes per week in math classrooms grades 3-5. This has resulted in self-paced learning for each student. Additionally, as of 1/2/2018, School #8 has begun utilizing Zearn with grades 1 and 2. Assessment data will be forthcoming.</p> <p><u>Professional Development:</u> The EL Workplan continues to be the pillar for the school’s administration of professional development for staff. Since last year, 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. Each grade level has moved into the second EL Education Module during the second marking period, indicating improved pacing. The building coaches have closely followed the EL Work Plan when planning and implementing Professional Learning for staff (both during the twice-weekly grade level meetings and whole staff half days), which has led to significant progress towards the school’s</p>
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				<p>and continued implementation of 6-8 ELA modules</p> <ul style="list-style-type: none">● EL Education Reading Foundations Skills Block (K-2); ALL Block (3-5) (Additional Language and Literacy) Block, increased on-site services from EL in order to support this● Targeted training to teachers in grades K - 3 on the RtI process & EL Reading Foundations Skills Curriculum <p>Bank Street: Bank Street has developed into monthly PD for all of special education teachers, focusing specifically on the area of mathematics. School #8's change practice has been identified as providing students with a clear, multi-sensory model or description of a skill or concept, and then allowing the student time to complete an independent task. Teachers are required to implement the determined change idea with their students and report out at the next monthly meeting. Questions include: <i>"What data will you bring to the next session to help you determine if your change idea is working? and Consider artifacts/data that will allow you to discuss what the teacher did, how the content was impacted, and how students responded."</i> Additional questions are generated and all answers will be shared at the next meeting on 2/5/2018.</p>	<p>instructional goals and priorities. Early analyses of assessment data and student work indicate improved levels of rigor and achievement across grade levels. Coaches and administration will continue to adjust professional development plans to meet the needs of staff and students.</p> <p>Marking Period Grades: As of 1/9/2018, 36 out of 39 students are passing grade 7 ELA and 38 out of 42 students are passing grade 8 ELA.</p>
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				<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 Superintendent’s Conference Day on 10/6/2017.</p>																		
#39 – Math All Students MGP	43.78	51.17 or +2%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p> <p>Blended Learning: In order to provide additional math intervention, teachers are implementing Zearn (grades 3-5). K-2 teachers received technology at the end of December. The data coach and centralized math coach for RCSD are collaborating with grade 1 and 2 teachers to implement Zearn before the third quarter. 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: A centrally-assigned Math Coach provided on-site Zearn training for both teachers and students.</p> <p>Acceleration Opportunities: 21 8th grade students are taking Algebra I.</p>	<ul style="list-style-type: none"> ● NWEA Math ● Marking period grades ● Other Formative Assessments: -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> <p>The school is in the process of administering the Winter NWEA.</p> <table border="1"> <thead> <tr> <th colspan="2">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:</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
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					<p>Professional Development: Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. Weekly meetings allow teachers time to collaborate to align instructional delivery with HOWLs, inquiry-based activities, and good first teaching, as per the EL Workplan. Two administrators, two coaches, and two teachers attended the EL Education National Conference in Chicago in October. Adjustments include:</p> <ul style="list-style-type: none"> ● Implementation of Zearn (Grades 3-5) ● Zearn Learning Walk: administrator, teacher, coach ● Zearn Report Training ● Coaches schedule has been updated to support all 3-5 math classrooms 1x/week for at least 60 minutes 		<p>As of 1/2/2018, 14 out of 21 students are passing Algebra I, 8 out of 20 are passing Math 8, and 20 out of 39 are passing Math 7.</p> <p>Other Formative Assessment Data: Over the last four weeks (Nov. 20-Dec. 17), grades 3-5 have completed an average of 1.35 lessons per week (90.38 minutes) on Zearn math. Grade level minutes and time are monitored weekly, as well as student lesson completion.</p>
#85 – Grades 4 and 8 Science All Students Level 3 & Above	28%	57% or +6%age points = 34%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>EL Expeditions: Each grade level either completed or began their first expedition during the fall semester. The work from these expeditions was on display at the school’s first Exhibition Night on December 14th, at which over 200 students and family members were in attendance. Aside from student work exhibits around the building, the music department had multiple performances</p>	<ul style="list-style-type: none"> ● NWEA ELA and Math ● Marking period grades ● Other formative staff data 	<p>Marking Period Data: As of 1/2/2018, 20 out of 41 students are currently passing grade 8 science. After school tutoring and lab make-up will begin March 5th, 2018 and continue through June. The science NWEA will be administered the week of 1/16/2018 to determine student progress and to monitor their success.</p> <p>NWEA for Science:</p>



					<p>that evening also, some of which directly related to the content of student expeditions. Multiple grade levels participated in field studies, had expert presentations, and/or created products to benefit the greater community. For example, seventh and eighth grade students that have been studying the South Sudan water crisis and the Universal Refugee experience attended a presentation by Fazhiri Renzaho, a local refugee from Uganda, to improve their understanding of outside experiences. Sixth graders travelled to Ontario Beach Park to explore the natural elements in support of their Greek Myth writing. Fifth grade students created pamphlets with descriptions of local resources available to children and teens as a culmination of their studies on Human Rights.</p> <p><u>Acceleration Opportunities/Extended Day Programming:</u> After-school tutoring continues to be offered to the 40 students currently taking Earth Science.</p>		<p>NWEA for Science, grades 7 and 8, was in the process of being administered. Data will be evaluated and groups of students will be recruited to participate in targeted after-school tutoring.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part 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%		<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 #33.</p>		
#14 – 3 – 8 ELA ED Students Level 2 & Above	19%	45% or +6%age points = 25%		<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 #33.</p>		
#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>		
	15%	45% or +6%age		<p>The school met the progress target for 2016-17 for this indicator.</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>		



#20 – 3 – 8 Math ED Students Level 2 & Above		points = 21%		The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.	See Indicators #1 and #39.		
#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. 100% of staff and 100% of students participate in expanded day. Student choice surveys were distributed the week of 1/2/2018 for Semester 2 updates. New course selections will begin on 1/29/2018. The YMCA continues to offer a wrap-around program, which is currently serving 85-90 students regularly. Average daily attendance rate is approximately 85%, which is an increase from last year. Transportation is provided for all students in the program.</p> <p>Arts/Music/Expeditions: K-8 work from the school’s first expeditions was on display at Exhibition Night on December 14th, at which over 200 students and family members were in attendance. Aside from student work exhibits around the building, the music department had multiple performances that evening also, some of which directly related to the content of student expeditions. Multiple grade levels</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>Staff/Student/Parent Satisfaction Survey: Student-Led Conferences took place from 11/6/17-11/17/17. 100% of students participated in SLCs, either with a family member or another caring adult (staff and Rotary volunteers). Forty-five families took a brief survey following their SLC, and the feedback was overwhelmingly positive, with nearly 100% of respondents rating their experience as a 4 or 5 on a five-point scale, plus a number of positive comments.</p>



					<p>participated in field studies, had expert presentations, and/or created products to benefit the greater community.</p> <p>Recess: All students continue to receive 25 minutes daily of supervised recess. As the weather gets cold, recess coaches have been provided with indoor options so that students are still able to receive opportunities for interactive physical play.</p> <p>TEAM Time: School #8 continues to provide 40 minutes of TEAM Time each morning, focusing on social-emotional learning based on the Second Step curriculum. Administrators conduct frequent walkthroughs to ensure program is being implemented and the social/emotional team supports classrooms on a rotating basis as needed.</p>			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part III – Additional Key Strategies – (As applicable)



<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 has a total of 7 Chromebook carts with two teachers sharing 1 cart for 3 rd -8 th grade. K-2 teachers currently have 6 new iPads. Teachers are using the technology in the classrooms to supplement instruction with programs such as Zearn Math, DreamBox Math, Lexia Core 5, and Compass Odyssey. They are also using Google Apps for Education and other online tools, including Google Classroom, to engage students, enhance learning, differentiate instruction and move up the SAMR model.
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>Community Engagement Team (CET)</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.	
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. The school’s updated CET roster can be accessed here: https://www.rcsdk12.org/Page/43321.</p> <p>The school’s second bi-monthly CET meeting occurred on 12/4/2018. The team discussed updates regarding the school’s DTSDE review and NYS visit. Becoming a Community School was addressed and information was shared pertaining to the District’s <i>Path Forward</i> agenda.</p> <p>Additional items included parent surveys and results from the school’s first round of Student Led Conferences, discussion of formative academic and social-emotional data collected during the months of October and November, and support needed for the school’s first Expedition Night (12/14/2017).</p>		
<i>Powers of the Receiver</i>			
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	Yellow	Red	
Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part 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)	Multiple, ongoing Community-wide Needs Assessments are 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 and as part of the Community School Strategy, and also for creating applications for new grant opportunities. Each of these assessments that involves School 8 reflects the school's unique characteristics and needs. The District continues to move its Path Forward process, including holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity, and goals of each school community.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	As School 8 begins implementation as a Community School, they are integrating the communication and understanding of the community school strategy into existing structures and events during the first semester. As the year progresses, and the school builds internal capacity to design and implement an appropriate needs and asset assessment process, the public forums and active surveying will occur. School 8 is poised to hire a Community Site Coordinator. Further information on School 8's CET appears above.
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 continues to centrally support timely communication to all stakeholders through the District Office of Communications, utilizing the two recently added staff positions (Assistant to the Superintendent for Communication and Community Outreach), and a Communications Assistant to support social media use centrally and at schools. The District also has a Spanish translator on staff. This follows with the nature of Community School strategy being local and holding relationships central, requiring the bulk of communication as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali as needed.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	School 8 is poised to hire a CS Site Coordinator, who will be part of the school leadership team, the School Based Planning Team, the CET, and other community and building teams as the principal assigns
Steering Committee (challenges, meetings held, accomplishments)	School 8 is poised to hire a CS Site Coordinator.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	School 8 is poised to hire a CS Site Coordinator.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include: Code 15:



	<ul style="list-style-type: none"> ● Hourly pay for training in CPI, TCIS and RP ● Additional hourly pay for Social Worker ● Additional hourly pay for ELT delivery <p>Code 16:</p> <ul style="list-style-type: none"> ● Additional hourly pay for civil service and custodial ● .5 additional cleaner ● Additional hourly civil service for ELT delivery <p>Code 40:</p> <ul style="list-style-type: none"> ● 1.0 additional Therapist ● Contract with Starbridge for parental assistance through SPED process <p>Code 45:</p> <ul style="list-style-type: none"> ● Ordering laptops for site coordinator and parent liaison ● Additional funds for ELT support and EL expeditions ● Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters <p>Code 46:</p> <ul style="list-style-type: none"> ● Principal registered for February CS PD in NYC ● Parent transportation (bus passes) being purchased. <p>Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED.</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018</p>

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



<u>Budget Analysis</u>		
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>Expenditures are supporting programming at the school. Please see below.</p> <p>Code 15: Includes 1.0 FTE Intervention Teacher, .8 FTE Art Teacher and .5 Social Worker. This staff is mobilized and providing data-driven targeted interventions and/or enrichments aligned to students’ academic or social-emotional needs.</p> <p>Code 16: Includes 2.0 FTE Enrichment Paraprofessionals, providing supports during interventions and/or enrichments throughout embedded ELT.</p> <p>Code 40: Includes contracts with School 8’s lead partner, EL Education, and Center for Youth. The school reports increased use of EL instructional protocols and HOWLS, as noted through walkthroughs, as well as an improved school climate.</p> <p>Code 46: Staff attendance at EL’s National Institute in October served to deepened instructional leadership’s depth of knowledge of the EL framework. Attendance of two administrators at EL’s National 3-Day Institute for Administrators in January will further deepen capacity at the school.</p> <p>Code 45: Curricular materials purchased have supported teachers’ ability to increase fidelity of implementation of EL’s Workplan and modules. An amendment will be submitted to increase this code to support the purchase of materials and supplies for ELT programming.</p>
CSG:		<p>Expenditures are supporting programming at the school. Please see below.</p> <p>Code 15 - Hourly pay for training in CPI, TCIS and RP, additional hourly pay for Social Worker, additional hourly pay for ELT delivery</p> <p>Code 16 - Additional hourly pay for civil service and custodial, .5 additional cleaner, additional hourly civil service for ELT delivery</p> <p>Code 40 - 1.0 additional Therapist, contract with Starbridge for parental assistance through SPED process</p> <p>Code 45 - Ordering laptops for site coordinator and parent liaison, additional funds for ELT support and EL expeditions, purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters</p> <p>Code 46 - principal registered for February CS PD in NYC, parent transportation (bus passes) being purchased</p>



		Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED.
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Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. 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



Receivership Quarterly Report and Continuation Plan - 1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

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: [Handwritten Signature]
Date: 1/30/18

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): Loren Montraillo
Signature of CET Representative: [Handwritten Signature]
Date: 1.22.18