

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 13, 2019 (Due January 31,*

| 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 (5, 6, or 7): 6 | | | |
| Model: Community Oriented | | | | | | | |
| Superintendent/EPO | School Principal | Additional District Staff working on Program Oversight | | Grade Configuration | % ELL | % SWD | Total Enrollment |
| Barbara Deane-Williams, <i>Superintendent</i> | Laurel Avery-DeToy | Amy Schiavi, <i>Chief of Schools</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i> | | Pk3-8 | 10.5% ELL | 19.1% <i>Internal SPA Data</i> | 507 <i>Internal SPA Data</i> |
| | Appointment Date: August 2015 | | | | Former ELL <i>Internal SPA Data</i> 1/2/19 | 1/2/19 | |

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.

Roberto Clemente School #8 is proud to report its improvement in accountability status. It has officially moved from Receivership into Targeted Support and Improvement (TSI) status. The school will continue to build on the improvement practices it has established, with particular review of and focus on practices supporting its struggling subgroup (Hispanic), as identified under the ESSA accountability determinations of (1/16/19). The school leader continues to vocalize concerns that the school, and other



former Receivership schools, need to have a solid and well-planned transition to continue improvement efforts. Work at School #8 will continue to embrace ELA, Math, improved attendance, decreased suspensions and other best practices for students, staff and families at Roberto Clemente School 8.

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

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

School 8 continues to focus on the implementation of the school's EL Workplan. This plan serves as the framework for good first teaching and professional learning. The school continues to focus on both administrative and teacher walkthroughs to continue to improve teaching practice. The school continues to utilize the 6+1 traits of writing to support writing development across the building. Each grade level is deep into or completing their first expeditions as was highlighted at the first of two yearly Expedition Night, parent activities.

School 8 continues to utilize a multi-tiered system of supports for the social/emotional development of its students. The "Student Action Team" continues to meet to support students and to date has received 32 referrals (12/18/18). In addition to the internal social emotional supports the school has partnered with many outside organizations including Center For Youth, Genesee Mental Health, and Pathways to Peace. In addition, there are continued partnerships with St. Thomas Episcopal Church (Tutoring), Rochester Rotary (25 years providing resources, tutoring and supports), TDI (Therapy Dog International), and Champions Academy (Mentoring of 8th graders).

To date the school has held monthly family events including Game Night (9/25, 75 people), Open House (10/4, 58 families), Hispanic Heritage Night (10/18, 68 people), Math and Movement Night (11/19, 80 people) and Expedition Night (12/13, 32 families).

School #8 is in its first full year of implementing the Community School Framework. At the end of the 17-18 School Year, a Community Schools Needs Assessment was conducted, and from that a series of recommendations were made. The school is currently working on the following needs: 1) Increasing parent involvement; 2) Improving building attendance to 90%; 3) Increasing access to Mental Health supports for students and families.

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 | 2018-19 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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. |
|-------------------------------|----------|---------------------------------------|----------------|---|---|--|--|
| #5 – School Safety | 19 | <5 Serious Incidents or 20% reduction | | The school met the target for this indicator for SY1718. Current trends point towards meeting this target for SY1819. | <u>Cool Down Zone:</u> Center for Youth continues to partner with School #8 as part of its tiered intervention. In addition to supporting individual students in need, the creation of various groups will be used to support social emotional needs. <u>Second Step:</u> Second Step curriculum continues to be implemented in all grade levels this year. The school also shifted to the new version of the program this year in order to better meet the needs of middle school levels students. <u>TCIS:</u> School #8 has one certified TCIS trainer and one certified CPI trainer on its staff. | <ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Cool Down Zone data ● Referral data | <u>Average Daily Attendance Data:</u> As of 12/18/18, the school ADA is at 89.9%, the RCSD is at 85.2%. This is up .8 of a percent since the beginning of October. The school and district continue to support those students who have enrolled elsewhere and those who are in need of attendance interventions. School 8’s Attendance Team continues to collaborate with the RCSD’s Attendance Team to increase student achievement. There are currently 11 students who, due to their chronic absenteeism, affect the school’s overall attendance. The team continues to work to address |



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| | | | | <p>The school has 25 staff members who are trained in TCIS, including the school safety officers. Updates will continue to be offered once per year so that staff can maintain certification (provided the district follows up with funding the “train the trainer” recertification.</p> <p><u>Restorative Practices:</u> Restorative practices continue to be used as a way to support students’ social emotional growth. Cool Down Zone staff were trained in restorative practices over the summer. Restorative return conferences are held for any student returning from an out of school suspension. As a new practice, Proactive Parent conferences can be requested by any staff member to obtain additional ideas and/or supports for students utilizing a restorative team approach. Finally, a workshop series on trauma-informed care is being rolled out to staff in monthly installments for PD credit.</p> | | <p>barriers that these students are facing in trying to come to school.</p> <p><u>Suspension/Serious Incident Data:</u> The school currently has 9 out-of-school suspensions (as of 12/21/18). This is compared to 22 at the same point last year.</p> <p><u>Cool Down Zone Data:</u> As of 1/2/19 there have been 866 visits to the Cool Down Zone. In addition to acute crisis needs, there have been small groups that have started to work with students on preventative strategies. These groups are available to students in grades K-8.</p> | |
| #9 – 3-8 ELA All Students Level 2 and Above | 19% | 51% or 10 percentage points = 29% | | <p>The school met the target for this indicator for SY1718.</p> <p>Current trends point towards meeting this target for SY1819.</p> | See Indicator #33 | See Indicator #33 | See Indicator #33 |
| #15- 3-8 Math All Students Level 2 & Above | 15% | 51% or 10 percentage points = 25% | | <p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p> | See Indicator #39 | See Indicator #39 | See Indicator #39 |
| #33- ELA All Students MGP | 49.66 | 50.72 or +2% | | <p>The school met the target for this indicator for SY1718.</p> | <u>Response to Intervention:</u> | <ul style="list-style-type: none"> ● NWEA Data ● Marking Period Grades | <u>Winter Reading NWEA Data:</u> |



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| | | | | <p>The school is unsure whether it will meet this target for SY1819.</p> | <p>The school will continue the use of Walk to Intervention for ELA for the SY 18-19. This includes digging into multiple points of data during common planning times. This work is facilitated by the school’s Instructional Coaches. In addition, the work of the Student Action Team continues to identify students with Academic Needs that need to go to the RTI team.</p> <p><u>Common Writing Assessments:</u> Teachers have administered the first Common Writing Assessment and will be looking at the results in alignment with the rubrics from 6+1 Traits of writing during common planning time, being led by the Instructional Coaches. This assessment will serve as students’ baseline; the second assessment will be given in February and instructional adjustments will be made for students.</p> <p><u>Intervention Specialists:</u> Tier III intervention for identified students continues to be provided by highly trained teachers, who use the Really Great Reading programs and EL Skills Block curriculum to support intervention. Intervention specialists support teachers with subsequent data analysis.</p> <p><u>Blended Learning:</u> Blended learning continues to provide students with access to adaptive instructional software. This provides</p> | <ul style="list-style-type: none"> ● Common Writing Tasks ● Other Formative Assessments <ul style="list-style-type: none"> ● Brigance ● Screeners | <p>Winter testing window currently open; will close 2/8/19; data will become available the week of 2/11/19.</p> <p><u>Common Writing Assessments:</u> First administration done; serves as baseline - second administration will occur in February.</p> <p><u>Reading Intervention Specialists:</u> Working with students in grades K-6 on ELA intervention. Due to our flexible grouping model for Walk to Intervention, our data is continually reviewed and student adjustments are made as needed. Effectiveness of this model will be evaluated with the NWEA data, which is targeted to be released in Early February.</p> <p><u>Professional Development:</u> Meetings occurring two times weekly to collaboratively plan learning expeditions at all grade levels.</p> <p><u>Marking Period Grades:</u> The following is a breakdown of grades at Grade 6-8 for the first quarter.</p> |
|--|--|--|--|--|---|--|--|



| | | | | <p>students additional instruction at their unique academic levels. Programs in use include Lexia (K-3), Language Live (Grade 6 and SC @ Grades 7-8), Compass, and Raz-Kids (K-2). Teachers and Teams meet to discuss these programs on a regular basis depending on the program.</p> <p>Professional Development: Staff members continue to engage in weekly professional learning opportunities in EL education and data use in the classroom led by the Instructional Coaches with a focus on disaggregating data by groups of students to identify and address gaps. K-2 Teachers continue to participate in a partnership with Genesee Community Charter School (GCCS), working with an Instructional Coach on the implementation of the K-2 EL ELA Curriculum.</p> | <table border="1"> <thead> <tr> <th>English</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>40</td> <td>26%</td> </tr> <tr> <td>B</td> <td>39</td> <td>25%</td> </tr> <tr> <td>C</td> <td>38</td> <td>25%</td> </tr> <tr> <td>D</td> <td>18</td> <td>12%</td> </tr> <tr> <td>F</td> <td>20</td> <td>13%</td> </tr> <tr> <td>Total</td> <td>155</td> <td></td> </tr> </tbody> </table> | English | Total | Percentage | A | 40 | 26% | B | 39 | 25% | C | 38 | 25% | D | 18 | 12% | F | 20 | 13% | Total | 155 | |
|----------------------------|------------|-------------|--|--|--|--|-------|------------|---|----|-----|---|----|-----|---|----|-----|---|----|-----|---|----|-----|--------------|------------|--|
| English | Total | Percentage | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 40 | 26% | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 39 | 25% | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 38 | 25% | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 18 | 12% | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 20 | 13% | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 155 | | | | | | | | | | | | | | | | | | | | | | | | | |
| #39- Math All Students MGP | 43.78 | 51.17 or 2% | <p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p> | <p>Blended Learning: Students grades K-5 are utilizing Zearn as part of their daily math instruction. This provides them with another approach to learning the content, and is presented at their pace.</p> <p>Math AIS Class for Grade 7: The school is utilizing an Intervention Specialist to work with the 7th graders in the area of math, providing small group and blended learning opportunities using Prodigy Math.</p> | <ul style="list-style-type: none"> ● NWEA Math ● Marking Period Grades ● Other Formative Assessments <ul style="list-style-type: none"> - Brigance (K) | <p>Winter Math NWEA Data: Winter testing window currently open; will close 2/8/19; data will become available the week of 2/11/19.</p> <p>Marking Period Grades: The following is a grade breakdown of the first quarter for grades 6-8.</p> | | | | | | | | | | | | | | | | | | | | |



| | | | | <p>Acceleration Opportunity: 22 8th grade students are taking Algebra I.</p> <p>Professional Development: Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to identify and address gaps in achievement. District provided Zearn Professional Learning opportunities for teachers, teacher leaders and administrators. This includes visits to other schools to observe strategies being used.</p> | | <table border="1"> <thead> <tr> <th>Math</th> <th>Total</th> <th></th> <th>Algebra</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>33</td> <td>20%</td> <td>3</td> </tr> <tr> <td>B</td> <td>44</td> <td>27%</td> <td>8</td> </tr> <tr> <td>C</td> <td>45</td> <td>28%</td> <td>8</td> </tr> <tr> <td>D</td> <td>22</td> <td>14%</td> <td>0</td> </tr> <tr> <td>F</td> <td>18</td> <td>11%</td> <td>2</td> </tr> <tr> <td>Total</td> <td>162</td> <td></td> <td></td> </tr> </tbody> </table> <p>Blended Learning: Zearn Implementation: Lessons Completed Per week Grade 1: 1.7 Grade 2: 1.7 Grade 3: 1.5 Grade 4: 1.7 Grade 5: 1.8</p> | Math | Total | | Algebra | A | 33 | 20% | 3 | B | 44 | 27% | 8 | C | 45 | 28% | 8 | D | 22 | 14% | 0 | F | 18 | 11% | 2 | Total | 162 | | |
|--|-------|-----------------------------------|---------|---|--|---|---------|-------|--|---------|---|----|-----|----|---|----|-----|----|---|----|-----|---|---|----|-----|---|---|----|-----|---|-------|-----|--|--|
| Math | Total | | Algebra | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 33 | 20% | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 44 | 27% | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 45 | 28% | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 22 | 14% | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 18 | 11% | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 162 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| #85- Grades 4 and 8 Science All Students Level 3 & Above | 28% | 57% or 10 percentage points = 38% | | <p>The school did not meet the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p> <p>EL Expeditions: The school has completed its first of two expeditions of learning that create a cross-curricular opportunity for students. For example, fifth grade students read <i>Esperanza Rising</i> in ELA, and simultaneously focused on Social Studies standards related to Latin America, specifically Mexican history and culture. Primary classrooms (K-1) had cross curricular expeditions that utilized the EL Education primary modules as a framework. Kindergarten relied on experts in the community (Home Depot) to teach them to create “Fairy Houses” as a culmination to their expedition on imagination. First grade applied their studies of tools to create “Magnificent Things” for their</p> | <ul style="list-style-type: none"> • NWEA ELA, Math, Science • Marking Period Grades | <p>NWEA Date The school is in the process of scheduling a date to complete Science NWEA.</p> <p>Marking Period Grades: The following is a grade breakdown of the first quarter for grades 6-8; the last column houses data for the 29 students taking Living Environment.</p> <table border="1"> <thead> <tr> <th>Science</th> <th>Total</th> <th></th> <th>LE</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>57</td> <td>37%</td> <td>13</td> </tr> <tr> <td>B</td> <td>48</td> <td>31%</td> <td>12</td> </tr> <tr> <td>C</td> <td>26</td> <td>17%</td> <td>6</td> </tr> <tr> <td>D</td> <td>7</td> <td>5%</td> <td>3</td> </tr> <tr> <td>F</td> <td>17</td> <td>11%</td> <td>5</td> </tr> <tr> <td>Total</td> <td>155</td> <td></td> <td></td> </tr> </tbody> </table> | Science | Total | | LE | A | 57 | 37% | 13 | B | 48 | 31% | 12 | C | 26 | 17% | 6 | D | 7 | 5% | 3 | F | 17 | 11% | 5 | Total | 155 | | |
| Science | Total | | LE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 57 | 37% | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 48 | 31% | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 26 | 17% | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 7 | 5% | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 17 | 11% | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 155 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | | | | <p>classrooms. At the middle school level, seventh grade kicked off their expedition with speakers from Water for South Sudan, as they began reading <u>A Long Walk to Water</u>, and in science, focused on the impact of drinking dirty water and water deprivation on the human body systems. Eighth grade kicked off their expedition on <u>The Universal Refugee Experience</u> with an immersive experience that put them in the shoes of refugees fleeing their own country. Again, the EL Education modules acted as a framework as learning experiences were adapted to be cross-curricular and experiential. The second expedition at each grade level will begin in February/March.</p> <p><u>Science Champion:</u> The school has identified a person to act as a liaison with the district to support science instruction in the school. This individual will help with getting necessary materials and supplies for classrooms. This includes the ordering of RISE kits for practicing for the hands on portion of the exam, as well as materials to provide hands on experiences for the students.</p> <p><u>Accelerated Learning Opportunities:</u> The school will offer Living Environment to 39 8th grade students this school year, and has hired a new teacher to lead this instruction.</p> | | |
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| | | | | | | | | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | | | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. | |

Part II – Demonstrable Improvement Indicators (Level 2)

| Identify Indicator # and Name | Baseline | 2018-19 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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 10 percentage points = 27% | | The school met the target for this indicator for SY1718. Current trends point towards meeting this target for SY1819. | 64.9% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population. See Indicator #33. | | |
| #14 – 3-8 ELA ED Students Level 2 & Above | 19% | 45% or 10 percentage points = 29% | | The school met the target for this indicator for SY1718. Current trends point towards meeting this target for SY1819. | 93.5% (still awaiting 33 income eligibility forms) of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population. See Indicator #33. | | |
| #17 – 3-8 Math Black Students Level 2 & Above | 14% | 41% or 10 percentage points = 24% | | The school met the target for this indicator for SY1718. The school is unsure whether it will meet this target for SY1819. | 64.9% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population. See Indicator #39. | | |
| #20 – 3-8 Math ED Students Level 2 & Above | 15% | 45% or 10 percentage points = 25% | | The school met the target for this indicator for SY1718. The school is unsure whether it will meet this target for SY1819. | 93.3% (still awaiting 33 income eligibility forms, SPA data 1/16/19) of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population. See Indicator #39. | | |



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| #94 – Provide 200 Hours of Extended Day | N/A | SED Rubric | | <p>The school met the target for this indicator for SY1718.</p> <p>Current trends point towards meeting this target for SY1819.</p> | <p>School #8’s expanded learning model continues to impact the school’s positive growth in climate. Students are able to choose music ensembles to join in both vocal and instrumental music. The YMCA offers wrap around services for students in grades K-8.</p> <p>Recess: All students are provided an opportunity to receive daily recess lead by their classroom teacher.</p> <p>TEAM Time: All students start and end their day in TEAM time, led by two consistent adults. Part of the work is focused on the Second Step Social Emotional curriculum. In addition, students participate in grade level meetings and town hall meetings during this time. As of 1/16/19, there have been 2 School Wide Town Halls (Done in grade bands 1-4 and 5-8). Grade level meetings are occurring daily in grades 5 and 6.</p> | <ul style="list-style-type: none"> ● Attendance Data ● School Safety Data ● Staff/Student/Parent Satisfaction Surveys ● Provider Survey | See Indicator #5 and NYSED ELT rubric. |
| 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)

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| <p>Key Strategies</p> <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 currently is 1:1 in 11 classrooms grades 3-8 and 2:1 in five classrooms. Additional teachers have registered to take the trainings required to move to a 1:1 environment. A Chrome cart has been added to the Intervention Specialists' programs for use in daily instruction. Chrome towers have been added to the PK-2 classrooms to create a 2:1 environment grades PK-2. Teachers are using this hardware to utilize instructional programs in their classrooms. These include: Math: Zearn, Compass, and Prodigy and ELA: Lexia, Raz-Kids, Compass, Language Live. Teachers 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 outlines 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 | Red | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



Part IV – 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. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report. | | | |
| Status (R/Y/G) | Analysis/Report Out | | |
| | <p>The Community Engagement Team (CET) continues to consist of representatives of school staff, leadership, and community based organizations. They are scheduled to meet one time per month. The first meeting was held on October 1. The school’s updated CET roster can be accessed here: https://www.rcsdk12.org/Page/43321. Items discussed and reported on during these meeting include DTSDE review updates, updates on social-emotional learning, instructional progress updates, attendance data, community school updates, partnership updates, and EL Education updates.</p> <p>The CET meeting on 1/7/19 included an opportunity for members to participate in Learning Walks. Team members followed EL protocols to visit four (4) classrooms and observe instruction as it aligns with the EL Workplan, then provide feedback to staff.</p> | | |
| <u>Powers of the Receiver</u> | | | |
| Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact. | | | |
| Status (R/Y/G) | Analysis/Report Out | | |
| | <p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. ● Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. |
| | | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 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 18-19) | A comprehensive Needs Assessment was completed for SY 17-18. Needs Assessments will be conducted every 2 years. Development Plan priorities are being implemented and will be re-visited monthly to track progress. In alignment with the needs assessment, this quarter, RCD established partnerships with two new agencies. A partnership with FoodLink of Western NY, will add food pantries at all Community Schools, including School #8. A partnership with Hillside Health Home program will offer more opportunities for students and families at School #8 to receive general and mental health assistance; the Case Manager is scheduled to begin in early February, 2019. |
| To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 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) | Parent Engagement activity held on September 27th. Open House held on October 4 th . Hispanic Heritage Night held on 10/18. Math and Movement Night held on 11/19. Expedition Night held on 12/13. Community Engagement Team meetings held monthly. |
| 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) | Welcome letters were sent to all families prior to the start of the school year. In addition Student Parent Handbooks were distributed to all students the first week of school. Communication through emails, letters, robocalls, Facebook and the School #8 website have been provided sharing our school mission, vision, priorities and all necessary information. Parent engagement opportunities are communicated to all families by written notice in both English and Spanish. |
| 3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee | Creation of a Community Space on the first floor in close proximity to the Parent Liaison. The space is staffed by a secretary and the Community School Site Coordinator (CSSC). The Parent/Community Center is open to all parents, families and community members and houses school & community information, backpacks, coats and clothes for all students in need. To date, the community space has supported over 200 visitors, through Flu Shots clinics, East Vision Clinics, Food baskets and Christmas Presents, clothing and backpack pantry, family/agency meeting and open-door walk-ins (students, parents, staff, and agency partners). |
| Steering Committee (challenges, meetings held, accomplishments) | See Part IV - Community Engagement Team and Powers of the Receiver. |
| Feeder School Services (specific services offered and impact) | n/a |



| | |
|---|--|
| Community School Site Coordinator (accomplishments and challenges) | Accomplishments: Creation of a community/parent center in the school building. Increased involvement of parents/guardians on school teams and activities. New partnerships that benefit the school, students and the community. Improved student average daily attendance. Increase in access to mental health services for students and families in need. Challenges: Involving more of the community members who do not have students attending School #8. |
| Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan) | See Part VI - Budget. |
| Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan) | See Part VI - Budget. |

| | | | | | |
|--------------|--|---------------|---|------------|---|
| 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 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 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) 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: | | The school’s SIG reduced to \$250,000 for the 18-19 school year. It currently supports the following: Code 15 - .5 Social Worker to provide additional social-emotional and mental health supports. .3 Art Teacher to provide additional arts-based opportunities through expanded learning programming. 200 hours of additional hourly pay for teachers to support summer planning pertaining to the school’s instructional and social-emotional priorities. |



| | | |
|------|--|---|
| | | <p>Code 40 - Supports the school’s contracts with their lead partner, EL Education and The Center for Youth. Both partnerships have positively impacted the school’s instructional and social-emotional gains.</p> <p>Code 45 - Supports the school’s expanded learning programming.</p> <p>Impact of these supports are evidenced in the school’s overall improvement trajectory, including both academic and social-emotional measures.</p> |
| CSG: | | <p>The CSG supports the following at School #8; expenditures are on track and supporting student achievement:</p> <p>Code 15 - Funds 1.0 FTE Community Schools Site Coordinator to continue to establish Community Schools Model as aligned to the initial Needs Assessment.</p> <p>Code 16 - Additional .5 cleaner to support ELT.</p> <p>Code 30 - All projects will be completed by June 30, 2019.</p> <p>Code 40 - Supports contract with Center for Youth for 1.0 FTE Therapist.</p> |

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. | | |



Receivership Quarterly Report—2nd Quarter
October 14, 2018-January 15, 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, Superintendent

Signature of Receiver: *Barbara Deane-Williams*

Date: 1-31-19

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Loen Montrailo

Signature of CET Representative: *Loen Montrailo*

Date: 1.22.19