

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2019 to April 19, 2019* and Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43321			
Roberto Clemente School #8	261600010008	Rochester City School District	EL Education	Check which plan below applies:			
				SIG			SCEP
				Cohort (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
Daniel G. Lowengard, <i>Interim Superintendent</i>	Laurel Avery-DeToy	Amy Schiavi, <i>Chief of School Leadership Network Intensive Support and Innovation</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		Pk3-8	9.9% ELL	19.1% <i>Internal SPA Data</i>	487 <i>Internal SPA Data</i>
	Appointment Date: August 2015				0.8% Former ELL <i>Internal SPA Data</i> 4/5/19	4/5/19	4/5/19

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). 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 either in the midst of or preparing to begin their second expedition of the school year. The work from these expeditions will be highlighted at the June 13 Exhibition Night.

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 50 referrals (04/15/19). 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), Open House (10/4), Hispanic Heritage Night (10/18), Math and Movement Night (11/19), Expedition Night (12/13), Snuggle Up and Read (1/25), Parent Engagement Night (3/14), Healthy Food / Salad Bar (4/11).

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 School Improvement Grant (SIG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2019-20 school year. All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2019-20 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>								
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	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/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?	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	19	<5 Serious Incident s or 20%		The school met the target for this indicator for SY1718.	<u>Cool Down Zone:</u> Center for Youth continues to partner with School #8 as part of its tiered	<ul style="list-style-type: none">● Attendance data● Suspension data● Cool Down Zone data● Referral data	<u>Average Daily Attendance Data:</u> As of 04/19/19, the school ADA is at 89.1%; the RCSD is at 84.8%. The school and district continue to support those students who have enrolled elsewhere	<u>Attendance</u> The school will continue to work with the district attendance team as well as the internal attendance team to support the chronically absent students. Work will



		reduction		<p>Current trends point towards meeting this target for SY1819.</p>	<p>intervention. In addition to supporting individual students in need, the creation of various groups will be used to support social emotional needs.</p> <p><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.</p> <p><u>TCIS:</u> School #8 has one certified TCIS trainer and one certified CPI trainer on its staff. 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</p>		<p>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 22 students who, due to their chronic absenteeism, affect the school's overall attendance. The team continues to work to address barriers that these students are facing in trying to come to school.</p> <p><u>Suspension/Serious Incident Data:</u> The school currently has 52 out-of-school suspensions (as of 04/08/19). This is compared to 52 at the same point last year, 132 at this point in 2016-17 and 293 at this point in 2015-16.</p> <p><u>Cool Down Zone Data:</u> As of 4/08/19 there have been 1350 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>	<p>also continue with teachers to ensure that attendance is taken properly to make sure that all students are accurately accounted for.</p> <p><u>Cool Down Zone</u> The building will continue its partnership with the Center For Youth to staff the buildings Cool Down Zone. Work will be done with all staff to maximize the effectiveness of the room and support the students social emotional needs.</p> <p><u>Suspension/Serious Incidents</u> The school will continue to track and analyze student behavior data, including ATS and OSS data to provide supports to repeat students. This will include work both with the students and with the teachers to ensure that behaviors are addressed before leading to more serious incidents.</p> <p><u>TCIS:</u> The school will continue to offer training for staff members in TCIS. This will be available to all members of the school community.</p>
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				<p>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. 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>			
#9 – 3-8 ELA All Students Level 2 and Above	19%	51% or 10 percent age points = 29%		<p>The school met the target for this indicator for SY1718.</p> <p>Current trends point towards meeting this</p>	See Indicator #33	See Indicator #33	See Indicator #33



				target for SY1819.																								
#15- 3-8 Math All Students Level 2 & Above	15%	51% or 10 percent age 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	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> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Response to Intervention:</p> <p>The school continues to employ 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>Common Writing Assessments:</p> <p>Teachers have administered and</p>	<ul style="list-style-type: none">● NWEA Data● Marking Period Grades● Common Writing Tasks● Other Formative Assessments<ul style="list-style-type: none">● Brigance● Screeners	<p>Winter Reading NWEA Data:</p> <p><i>Growth Target Data:</i></p> <table><tr><th>Grade Level</th><th>% of Students Meeting Growth Targets</th></tr><tr><td>1</td><td>30.8</td></tr><tr><td>2</td><td>24.5</td></tr><tr><td>3</td><td>33.3</td></tr><tr><td>4</td><td>40</td></tr><tr><td>5</td><td>44.4</td></tr><tr><td>6</td><td>51.1</td></tr><tr><td>7</td><td>30.2</td></tr><tr><td>8</td><td>54.3</td></tr><tr><td>Overall</td><td>38.7</td></tr></table> <p><i>Projected Proficiency Data:</i></p>	Grade Level	% of Students Meeting Growth Targets	1	30.8	2	24.5	3	33.3	4	40	5	44.4	6	51.1	7	30.2	8	54.3	Overall	38.7	<p>RTI/Reading Specialists/Intervention Specialists:</p> <p>Services provided through these mechanisms will continue for next year and be refined as needed.</p> <p>Common Writing Assessments:</p> <p>These will be administered three times next year, and teachers will utilize the “Next Step Protocol” to identify areas of strength and areas of focus in order to address performance trends identified through data analysis.</p> <p>Blended Learning:</p> <p>The school will continue with its adaptive software programs, and will be exploring additional literacy-based blended learning programs that are more cross-curricularly focused in order to provide students with opportunities for simultaneous literacy and content knowledge development.</p> <p>Professional Learning:</p>
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				<p>scored the 1st and 2nd Common Writing Assessments. The results have been put through a next step protocol in alignment with the 6+1 Traits of writing Rubrics. Instructional strategies based on the Protocol will be added to instructional practices.</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 students additional</p>	<table><tr><th></th><th>Total % Projected Levels 2 and Above</th></tr><tr><td>3</td><td>20</td></tr><tr><td>4</td><td>28.58</td></tr><tr><td>5</td><td>36.11</td></tr><tr><td>6</td><td>28.57</td></tr><tr><td>7</td><td>28</td></tr><tr><td>8</td><td>19.61</td></tr><tr><td>Total</td><td>26.48</td></tr></table> <p><u>Common Writing Assessments:</u> We have completed two administrations of the Common Writing Task, both of which have been scored and copied to be archived. The scores will be entered in a spreadsheet to track progress in writing. We also completed the Next Step Protocol in order to determine area of focus during the remainder of the school year. The final administration will be given during the final quarter.</p> <p><u>Reading Intervention Specialists:</u> These staff continue working with students in grades K-6 to provide ELA intervention. As part of the school’s flexible grouping model for Walk to Intervention, data is continually reviewed and student adjustments are made as needed.</p> <p><u>Professional Development:</u></p>		Total % Projected Levels 2 and Above	3	20	4	28.58	5	36.11	6	28.57	7	28	8	19.61	Total	26.48	<p>School #8 will continue to partner with EL Education in implementation of the EL Education Workplan and HOWLS. The school was unable to secure an additional grant to fund the partnership with GCCS, but the team has already started developing a plan to continue working collaboratively and sharing resources regarding the K-2 Curriculum.</p> <p><u>7-8 ELA</u> The master schedule for grades 7 and 8 will be rebuilt to ensure that students get ELA instruction daily, instead of every other day as currently scheduled.</p>
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				<p>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><u>Professional Development:</u> 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</p>	<p>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 second quarter.</p> <table><tr><th>English</th><th>Total</th><th>Percentage</th></tr><tr><td>A</td><td>53</td><td>34%</td></tr><tr><td>B</td><td>29</td><td>18%</td></tr><tr><td>C</td><td>47</td><td>30%</td></tr><tr><td>D</td><td>9</td><td>6%</td></tr><tr><td>F</td><td>19</td><td>12%</td></tr><tr><td>Total</td><td>157</td><td></td></tr></table>	English	Total	Percentage	A	53	34%	B	29	18%	C	47	30%	D	9	6%	F	19	12%	Total	157		
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					the K-2 EL ELA Curriculum.																																							
#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> <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</p>	<ul style="list-style-type: none">NWEA MathMarking Period GradesOther Formative Assessments<ul style="list-style-type: none">Brigance (K)	<p>Winter Math NWEA Data:</p> <p><i>Growth Target Data:</i></p> <table><tr><th>Grade Level</th><th>% of Students Meeting Growth Targets</th></tr><tr><td>1</td><td>45.8</td></tr><tr><td>2</td><td>39.5</td></tr><tr><td>3</td><td>52.5</td></tr><tr><td>4</td><td>51.6</td></tr><tr><td>5</td><td>30</td></tr><tr><td>6</td><td>40</td></tr><tr><td>7</td><td>55.8</td></tr><tr><td>8</td><td>67.4</td></tr><tr><td>Overall</td><td>47.8</td></tr></table> <p><i>Projected Proficiency Data:</i></p> <table><tr><th></th><th>Total % Projected Levels 2 and Above</th></tr><tr><td>3</td><td>29.55</td></tr><tr><td>4</td><td>32.14</td></tr><tr><td>5</td><td>13.89</td></tr><tr><td>6</td><td>18.37</td></tr><tr><td>7</td><td>16.33</td></tr><tr><td>8</td><td>8.33</td></tr><tr><td>Total</td><td>20.21</td></tr></table>	Grade Level	% of Students Meeting Growth Targets	1	45.8	2	39.5	3	52.5	4	51.6	5	30	6	40	7	55.8	8	67.4	Overall	47.8		Total % Projected Levels 2 and Above	3	29.55	4	32.14	5	13.89	6	18.37	7	16.33	8	8.33	Total	20.21	<p>Rtl/Intervention Specialists: Services provided through these mechanisms will continue for next year and be refined as needed.</p> <p>Acceleration Opportunities: Algebra I will be offered to 8th graders.</p> <p>Blended Learning: The school will continue to utilize Zearn to support math in grades K-5. Zearn provides students with an online learning system in alignment with the Engage Curriculum. Teachers then provide small group instruction to half the class while the others work with Zearn.</p> <p>7-8 Math The master schedule for grades 7 and 8 will be rebuilt to ensure that students get Math instruction daily, instead of every other day as currently scheduled.</p>
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				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>Marking Period Grades: The following is a grade breakdown of the second quarter for grades 6-8.</p> <table><tr><th>Math</th><th>Total</th><th>Percentage</th></tr><tr><td>A</td><td>41</td><td>21%</td></tr><tr><td>B</td><td>54</td><td>28%</td></tr><tr><td>C</td><td>39</td><td>20%</td></tr><tr><td>D</td><td>25</td><td>13%</td></tr><tr><td>F</td><td>37</td><td>19%</td></tr><tr><td>Total</td><td>196</td><td></td></tr></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> <p>Algebra Regents Exam (January): The 8th graders taking the Algebra class were given the Algebra exam in January. 5 students of 19 earned a score of 65 or higher with 5 students within 10 points of the 65 mark.</p>	Math	Total	Percentage	A	41	21%	B	54	28%	C	39	20%	D	25	13%	F	37	19%	Total	196		
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#85- Grades 4 and 8 Science All Students Level 3 & Above	28%	57% or 10 percent age 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><u>EL Expeditions:</u></p> <p>Each grade level is either in the midst of or preparing to begin their second expedition of the year. Many of these expeditions have been done in previous years, so certain components will remain the same. However, the High-Quality Work goal in the school’s EL Education Work Plan indicates that students will be focusing on the production of expedition final products that demonstrate increased complexity, authenticity, and craftsmanship, which will be addressed through professional learning on the school’s final Early Release Day on 4/26. Grade-Level TEAMS will work collaboratively to create criteria for high quality work on their expedition final products, and then use that criteria to create a model that can be used by students to ensure</p>	<ul style="list-style-type: none">● NWEA ELA, Math, Science● Marking Period Grades	<p><u>NWEA Data</u></p> <p><u>Growth Target Data:</u></p> <table><tr><th>Grade Level</th><th>% of Students Meeting Growth Targets</th></tr><tr><td>7</td><td>51.7</td></tr><tr><td>8</td><td>33</td></tr><tr><td>Overall</td><td>42.35</td></tr></table> <p><u>Marking Period Grades:</u></p> <p>The following is a grade breakdown of the second quarter for grades 6-8.</p> <table><tr><th>Science</th><th>Total</th><th>Percentage</th></tr><tr><td>A</td><td>54</td><td>35%</td></tr><tr><td>B</td><td>37</td><td>24%</td></tr><tr><td>C</td><td>29</td><td>19%</td></tr><tr><td>D</td><td>8</td><td>5%</td></tr><tr><td>F</td><td>26</td><td>17%</td></tr><tr><td>Total</td><td>154</td><td></td></tr></table>	Grade Level	% of Students Meeting Growth Targets	7	51.7	8	33	Overall	42.35	Science	Total	Percentage	A	54	35%	B	37	24%	C	29	19%	D	8	5%	F	26	17%	Total	154		<p><u>EL Expeditions:</u></p> <p>Expeditions will continue next year, with each grade level undertaking one expedition per semester, and with continued alignment of expeditions to grades 4 and 8 science curricula as well as ELA modules.</p> <p><u>NWEA for Science:</u></p> <p>This tool will continue to be used next year to progress monitor student growth and to formulate small groups for targeted intervention or acceleration opportunities. Additionally, the school will progress monitor student growth on the performance sections of the assessments by administering formative assessments using science kits aligned to skills tested on the assessment.</p> <p><u>Acceleration/Expanded Learning Opportunities:</u></p> <p>The school will offer acceleration opportunities for 8th graders next year, in the form of either Living Environment or Earth Science.</p>
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				<p>their work is high-quality. The school also has a significant number of field studies planned for the remainder of the school year, all directly related to topics of expeditions. For example, Fifth Grade will travel to Letchworth State Park to learn more about conservation of our region's biome. Seventh grade will travel to the Downtown Library to kick-off their expedition on Frederick Douglass, where they will be met by a Douglass impersonator. They will also go to RMSC to study the Flight to Freedom exhibit on the Underground Railroad. First grade will be going to the RMSC and Strasenburgh Planetarium to support their expedition on the Sun, Moon, & Stars. Each grade level is fine-tuning its past expeditions to ensure students are receiving</p>			
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				<p>valuable cross-curricular experiences based on the ELA modules.</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 offers Living Environment to 39 8th grade students this school year.</p>			
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u>								
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	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/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 those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2019-20 School Year Continuation Plan for Meeting this Indicator
#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.	65.5% 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.			



				Current trends point towards meeting this target for SY1819.				
#14 – 3-8 ELA ED Students Level 2 & Above	19%	45% 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>	<p>94.3% (still awaiting 27 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.</p> <p>See Indicator #33.</p>			
#17 – 3-8 Math Black Students Level 2 & Above	14%	41% or 10 percentage points = 24%		<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>65.5% of the school’s student population is considered “Black or African American.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>			
#20 – 3-8 Math ED Students Level 2 & Above	15%	45% or 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>	<p>94.3% (still awaiting 27 income eligibility forms, SPA data 04/09/19) of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicator #39.</p>			
#94 – Provide 200 Hours of Extended Day	N/A	SED Rubric		<p>The school met the 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</p>	<ul style="list-style-type: none"> • Attendance Data • School Safety Data • Staff/Student/Parent Satisfaction Surveys 	<p>See Indicator #5 and NYSED ELT rubric.</p>	<p>School #8 will continue to offer its robust ELT programming next year, heavily focused on arts, music, recess and development of students’ social-emotional skills. Additional partners will include, Project Unique, an art residency program, Therapy Dogs International, and Alessi yoga.</p>



				<p>both vocal and instrumental music. The YMCA offers wrap around services for students in grades K-8.</p> <p><u>Recess:</u> All students are provided an opportunity to receive daily recess lead by their classroom teacher.</p> <p><u>TEAM Time:</u> 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. The school's next SchoolWide Town Hall Meeting will be 4/22/19. Grade level meetings are occurring daily in grades 5 and 6.</p>	<ul style="list-style-type: none">● Provider Survey		<p><u>Arts/Music/Expeditions:</u> The school will continue to offer various opportunities for students to engage in arts and music during ELT, and is exploring the increase of piano offerings. This includes building on the Theater program that was started this year. Students will look to engage in a standalone Theater program allowing students to participate in theater without missing core academic classes. Expeditions will continue, one expedition per grade level per semester, and Expedition Nights, showcasing academic student learning as well as learning resulting from enrichments will take place. Students will engage in student-led conferences, in which they become the facilitators of discussion about their learning.</p> <p><u>Recess:</u> Structured recess will continue next year, and students will receive 25 minutes of recess daily. Recess will again be facilitated by School #8 teaching staff.</p> <p><u>TEAM Time:</u> TEAM Time will continue, with a focus on development of social-emotional skills through use of Second Step curricula and restorative practices.</p>
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Additional Key Strategies – (As applicable)

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

<u>Key Strategies</u> Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2018-19 interventions plans (SIG or SCEP) and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan
1.	Use of technology in the classroom to deliver instruction		School #8 currently is 1:1 in 14 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.	School #8 will continue to benefit from RCSD’s Digital Transformation. The school will receive additional Chromebook carts, increasing the student:technology ratio. Professional development pertaining to integration of technology into instruction will be led by and Instructional Technology TOA, and continued use of adaptive software will support students’ unique academic and linguistic needs. 1:1- 14 2:1- 5 3:1- 4



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 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 2019-20 School Year.		
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan
	<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.</p> <p>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>	The School will continue to include members of the CET to support the schools continued growth. This will be discussed at the May meeting to determine structures of support for the 2019-2020 school year.



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 2019-20 School Year.					
Status (R/Y/G)	Analysis/Report Out			2019-20 School Year Continuation Plan	
	<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 – Budget – (As applicable)

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

Budget Analysis



Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status (R/Y/G)	If expenditures from the approved 18-19 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 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <u>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
SIG		<p>The school's SIG currently supports the following:</p> <p>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> <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>	



		Code 30 - All projects will be completed by June 30, 2019. Code 40 - Supports contract with Center for Youth for 1.0 FTE Therapist.	

Part VII: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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 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 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): _____

Signature of Receiver: - _____

Date: _____

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 2018-2019 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: - _____

Date: _____