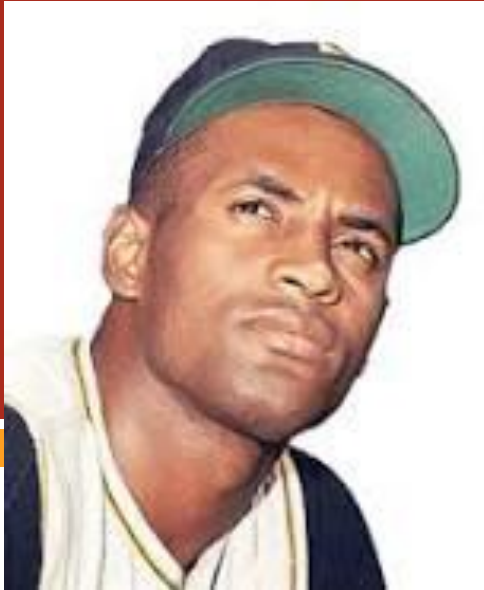


- ★ Perseverance
- ★ Honor and Integrity
- ★ Commitment to Quality
- ★ Collaboration



**Got
Habits?**

ℳ Roberto Clemente
School #8

RC8 Gives an EL Welcome



- ☞ Greeting: *“It Takes a Village...”*
- ☞ Reading: Learners Creed: CET Students
- ☞ Sharing/Initiative: Spirit Call



RC8 Learner's Creed



As a proud member of the Roberto Clemente School TEAM, I enjoy the adventure of learning.

I have wonderful ideas which I am not afraid to share.

I take responsibility for my learning, work hard, and respect the rights of others to learn in a safe environment.

I care about those on my team.

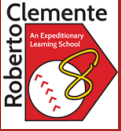
I expect excellence from myself daily and learn from my mistakes.

I understand that my team is stronger because each member has different strengths.

I respect the world I live in, and take pride in my community.

Every day I reflect on the choices I have made. I am not just a spectator. I am a member of the team.

Public Hearing Agenda



Receivership

- Purpose of the Public Hearing
- What is Receivership?

School Presentation

- Review of School Data
- Overview of School Comprehensive Education Plan (SCEP) or Intervention Model Plan (SIG or SIF)



Feedback Opportunity

What Is Receivership?

- State law requires “persistently struggling” or “struggling” schools to make rapid achievement gains
- If schools do not meet improvement targets within one or two years, the District is required to appoint an outside receiver approved by the State
- An appointed receiver will have broad authority to set and manage school improvement plans
- The Superintendent will act as a receiver first
- Data for improvement targets will be released Sept. 2

Receivership Schools Statewide

| District | # Persistently Struggling | # Struggling | Total |
|------------------------------|---------------------------|--------------|------------|
| Buffalo | 5 | 20 | 25 |
| New York City | 7 | 55 | 62 |
| Rochester | 4 | 10 | 14 |
| Syracuse | 1 | 17 | 18 |
| Yonkers | 1 | 7 | 8 |
| 12 other districts statewide | 2 | 15 | 17 |
| TOTAL | 20 | 123 | 144 |

Rochester Receivership Schools

Year 1: Persistently Struggling

East High School

Charlotte High School

James Monroe High School

Dr. Martin Luther King Jr. School
No. 9

Year 2: Struggling

Nathaniel Rochester School No. 3

Roberto Clemente School No. 8

Enrico Fermi School No. 17

Abraham Lincoln School No. 22

Dr. Louis A. Cerulli School No. 34

Kodak Park School No. 41

Lincoln Park School No. 44

Mary McLeod Bethune School No. 45

Northeast College Prep

Northwest College Prep

By Aug. 14, Receivership Schools Must Have:



- ☞ Communicated the school's status
- ☞ Established a School Community Engagement Team
- ☞ Submitted a state-approved intervention model or comprehensive education plan
- ☞ Conducted a Public Hearing

These steps are completed or underway and all schools will meet the deadline.

Receivership School Timeline

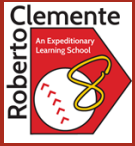
| | |
|---------------------|---|
| July 1, 2015 | <ul style="list-style-type: none">• Education Transformation Act of 2015 Takes Effect |
| July 16, 2015 | <ul style="list-style-type: none">• State Education Department announces receivership schools |
| July 31, 2015 | <ul style="list-style-type: none">• School improvement plans (SCEP, SIG, SIF) submitted to NYSED Accountability Office |
| August 2015 | <ul style="list-style-type: none">• District must notify families of school receivership status• Community Engagement Teams formed at each receivership school• Schools conduct public hearings |
| September/Oct. 2015 | <ul style="list-style-type: none">• State releases data for school improvement targets• District submits Community Engagement Plans, improvement plan revisions• NYSED makes baseline visits to Persistently Struggling schools |
| October 30, 2015 | <ul style="list-style-type: none">• Superintendent Receiver submits first Quarterly Report |
| January 2016 | <ul style="list-style-type: none">• State Education Department identifies new list of Priority schools |
| January 29, 2016 | <ul style="list-style-type: none">• Superintendent Receiver submits second Quarterly Report |
| April 29, 2016 | <ul style="list-style-type: none">• Superintendent Receiver submits third Quarterly Report |
| April/May 2016 | <ul style="list-style-type: none">• NYSED makes Demonstrable Improvement visits to Persistently Struggling schools |
| July 29, 2016 | <ul style="list-style-type: none">• Superintendent submits fourth Quarterly Report |
| Summer 2016 | <ul style="list-style-type: none">• NYSED makes Demonstrable Improvement determination for Persistently Struggling schools |

Purpose of the Public Hearing

- Discuss the performance of the designated school and the construct of Receivership.
- Provide feedback to the school's Community Engagement Team on the school's comprehensive education plan or department approved intervention plan.



Learning Target



∞ I can engage in a thoughtful conversation about my school's status and next steps, while gaining additional information about Roberto Clemente School 8.



Mystery Piece?



Common Text

- NYS Proficiency Data

© MARK ANDERSON

WWW.ANDERTOONS.COM



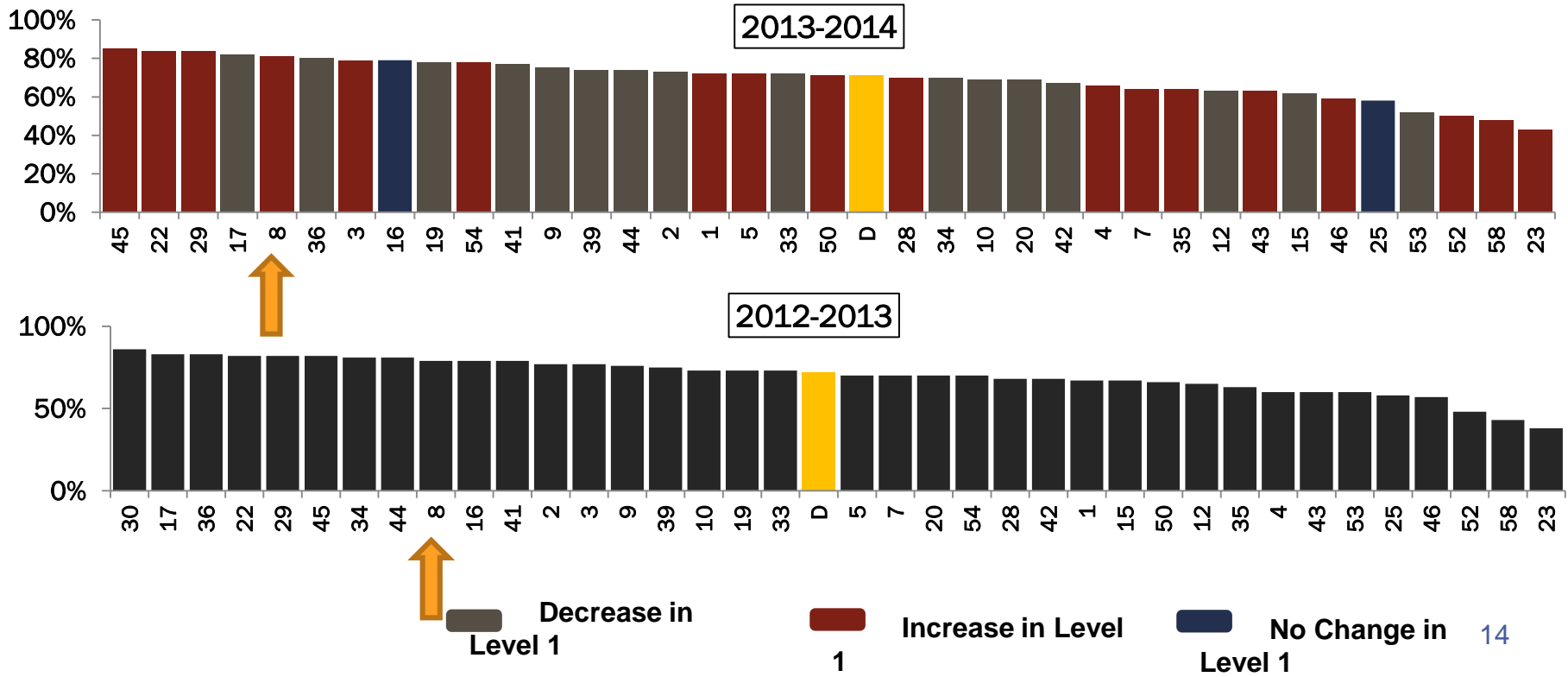
"Before I write my name on the board, I'll need to know how you're planning to use that data."

Elementary Schools 3-8 ELA

Student Proficiency Performance *Level 1*



2013-14 Preliminary Results Compared to 2012-13 Performance

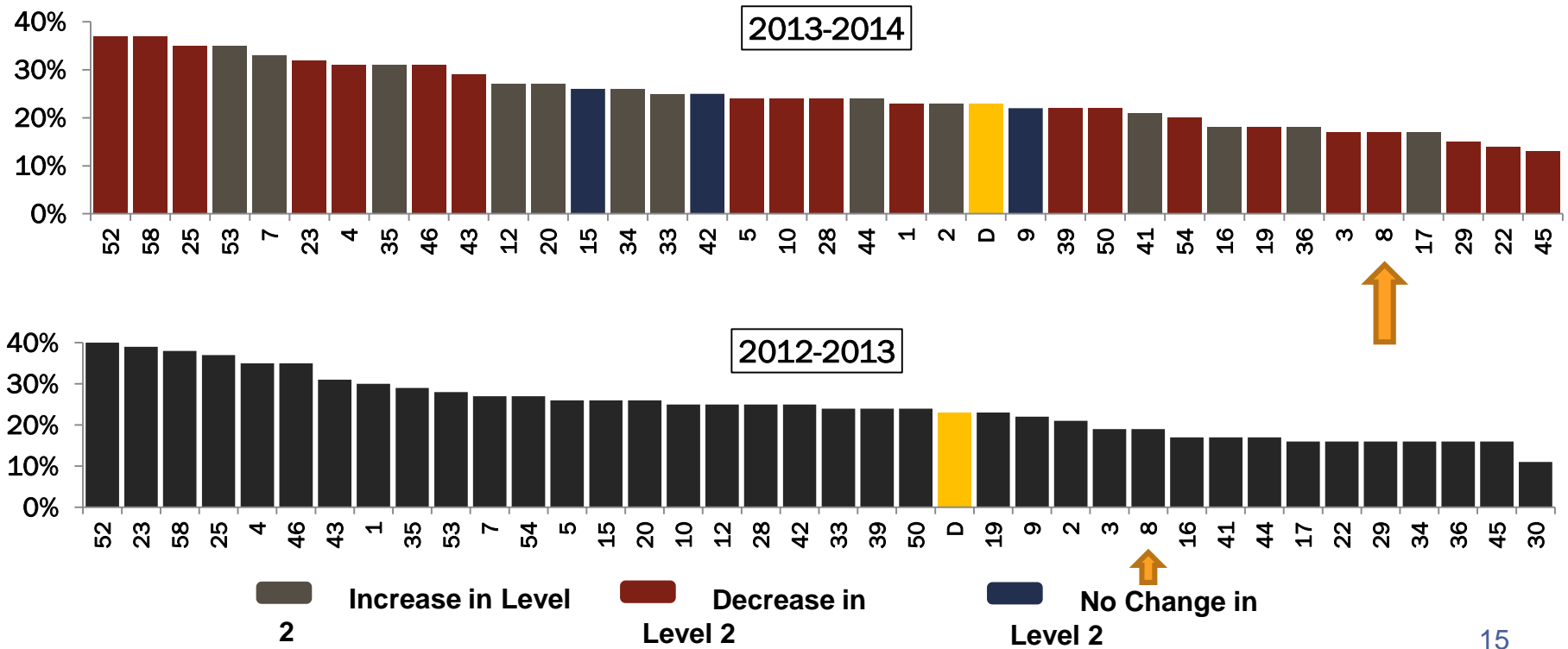


Elementary Schools 3-8 ELA

Student Proficiency Performance *Level 2*



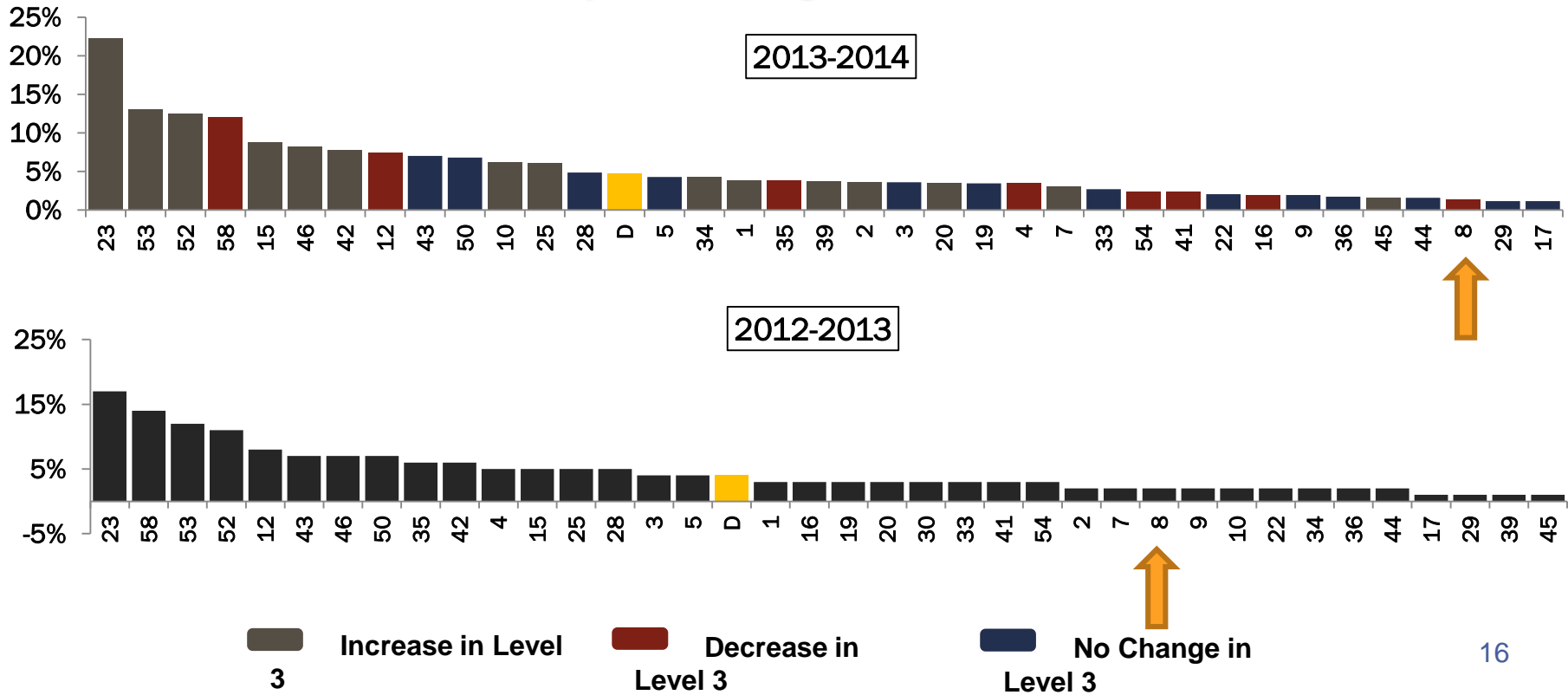
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 ELA Student Proficiency Performance *Level 3*



2013-14 Preliminary Results Compared to 2012-13 Performance

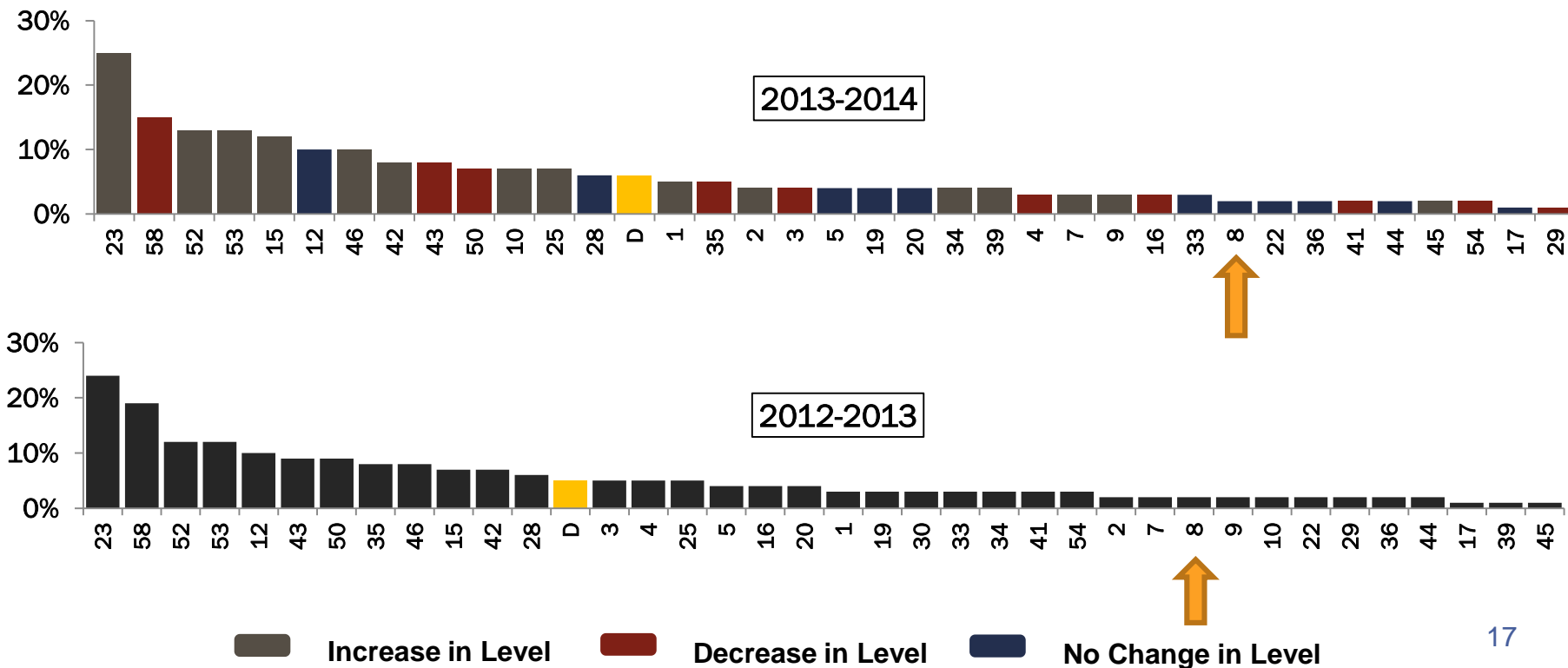


Elementary Schools 3-8 ELA

Student Proficiency Performance *Level 3 & 4*



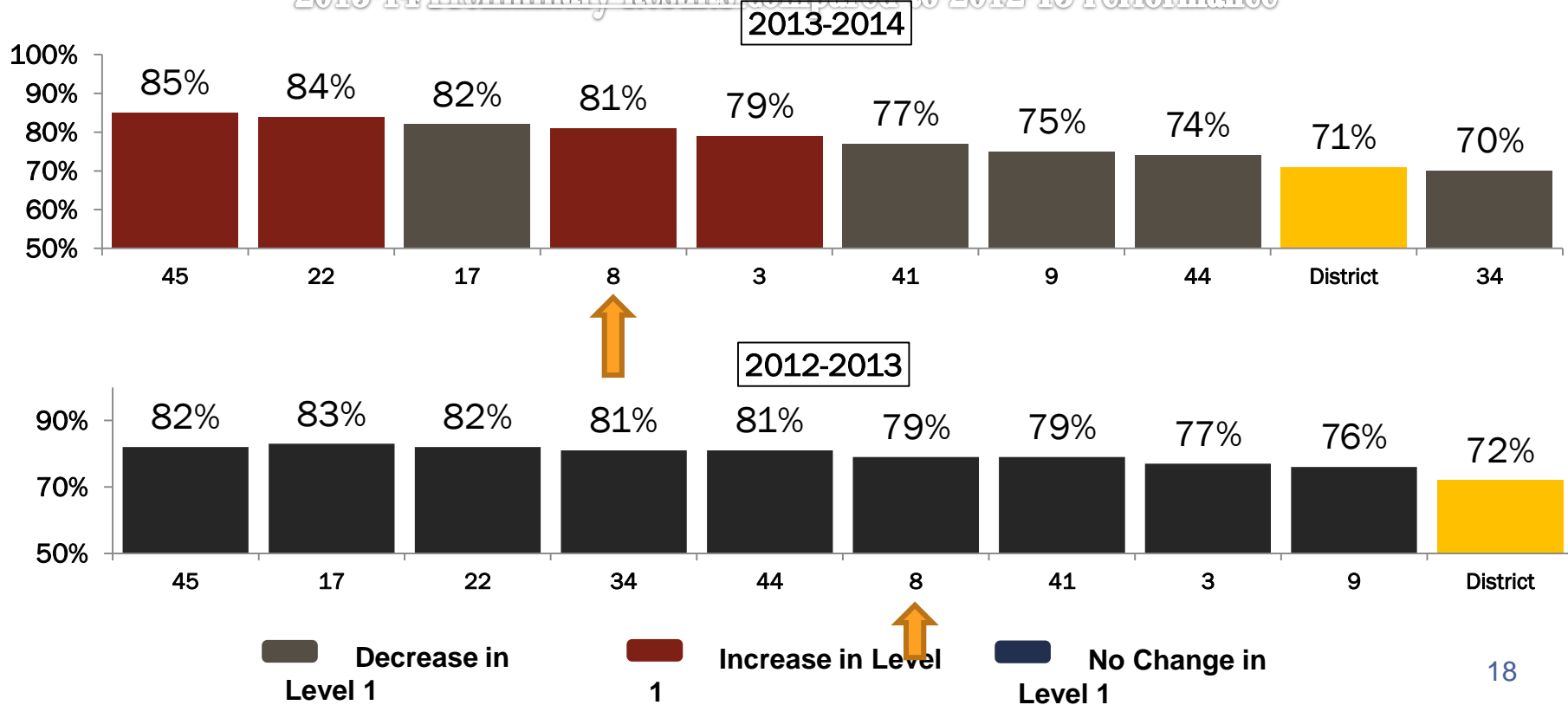
2013-14 Preliminary Results Compared to 2012-13 Performance



Priority Elementary Schools 3-8 ELA Student Proficiency Performance *Level 1*



2013-14 Preliminary Results Compared to 2012-13 Performance

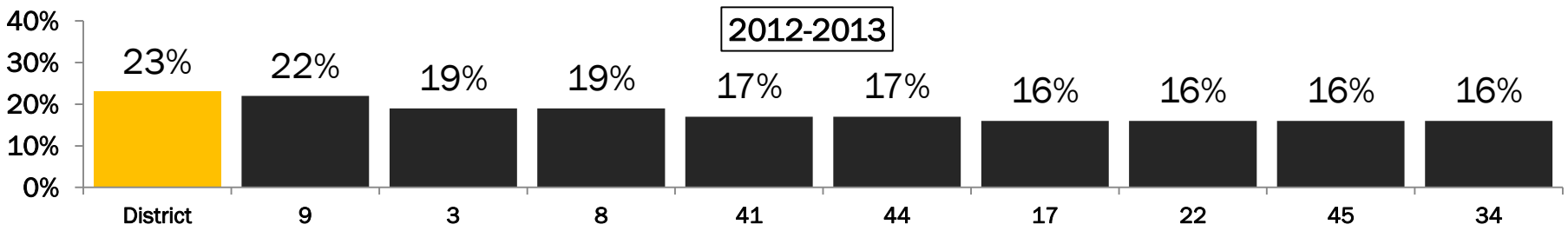
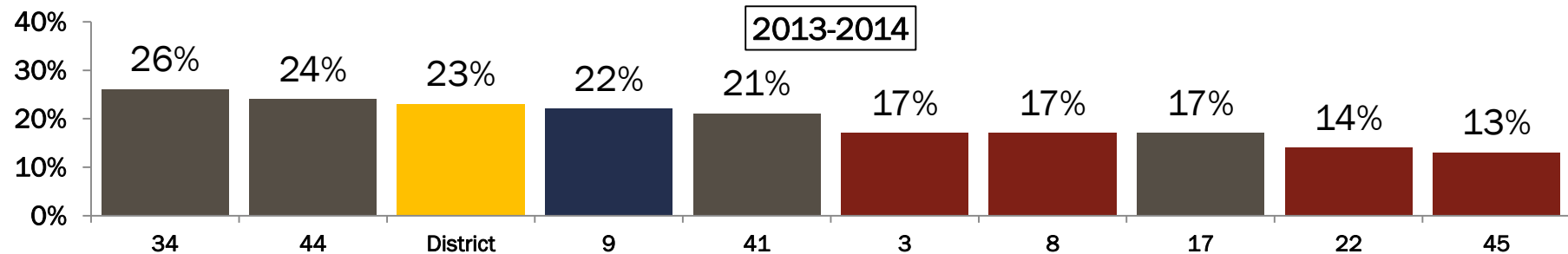


Priority Schools 3-8 ELA

Student Proficiency Performance *Level 2*



2013-14 Preliminary Results Compared to 2012-13 Performance

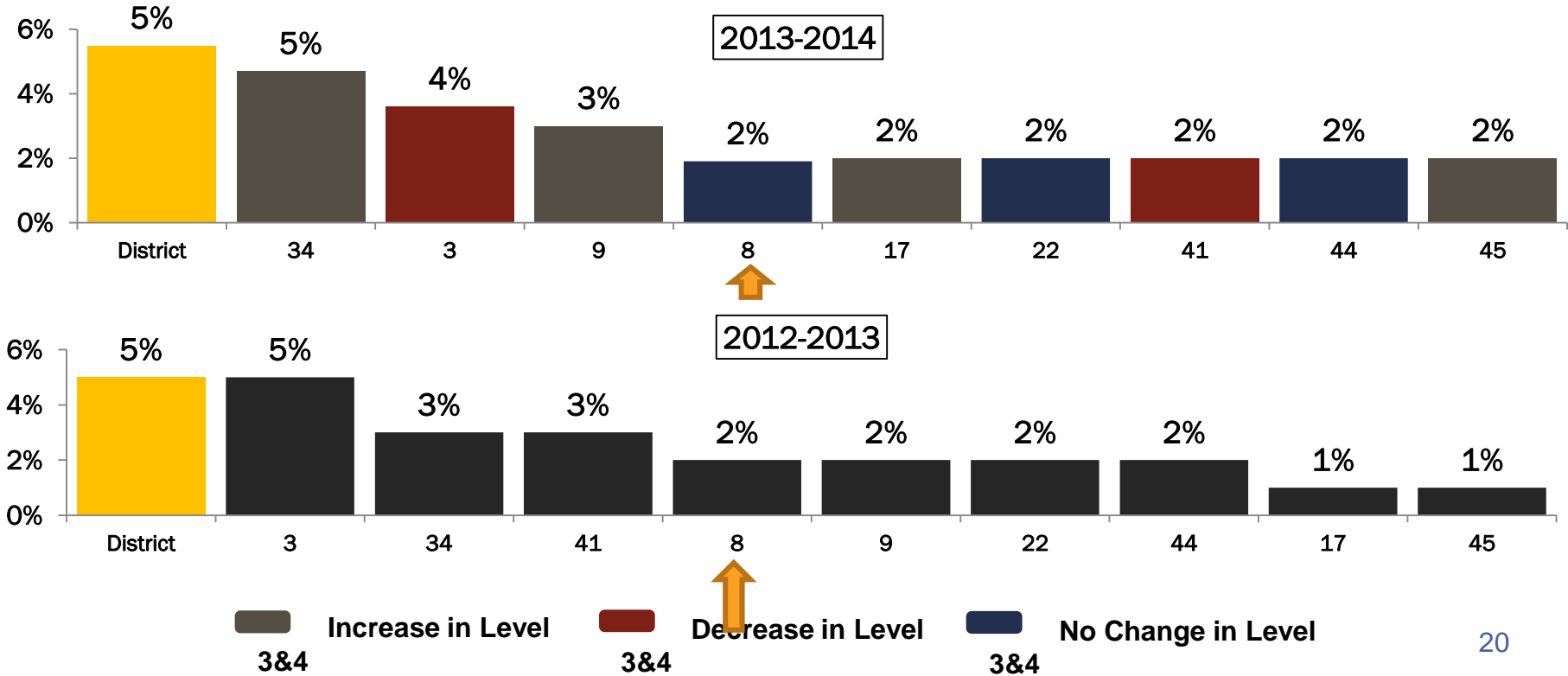


Increase in Level 2
 Decrease in Level 2
 No Change in Level 2

Priority Elementary Schools 3-8 ELA Student Proficiency Performance *Level 3 & 4*



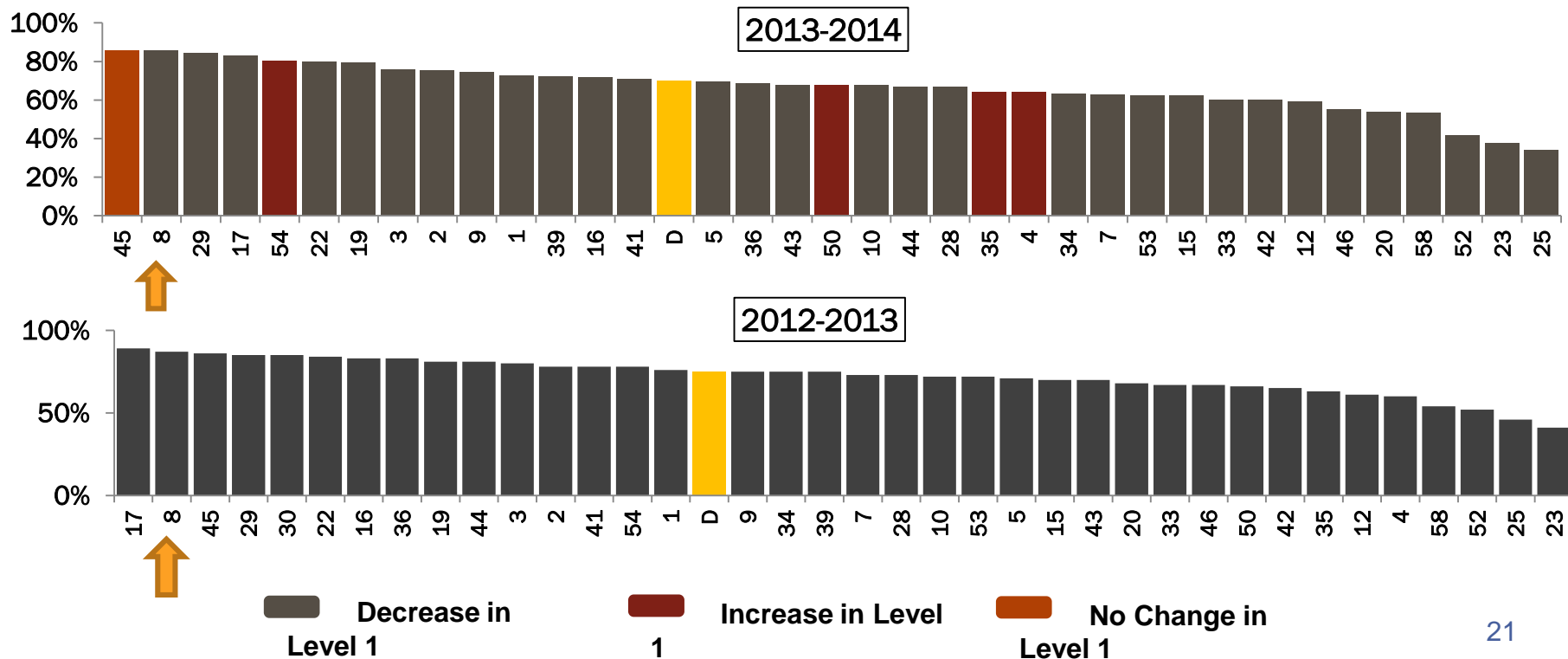
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 Math Student Proficiency Performance *Level 1*



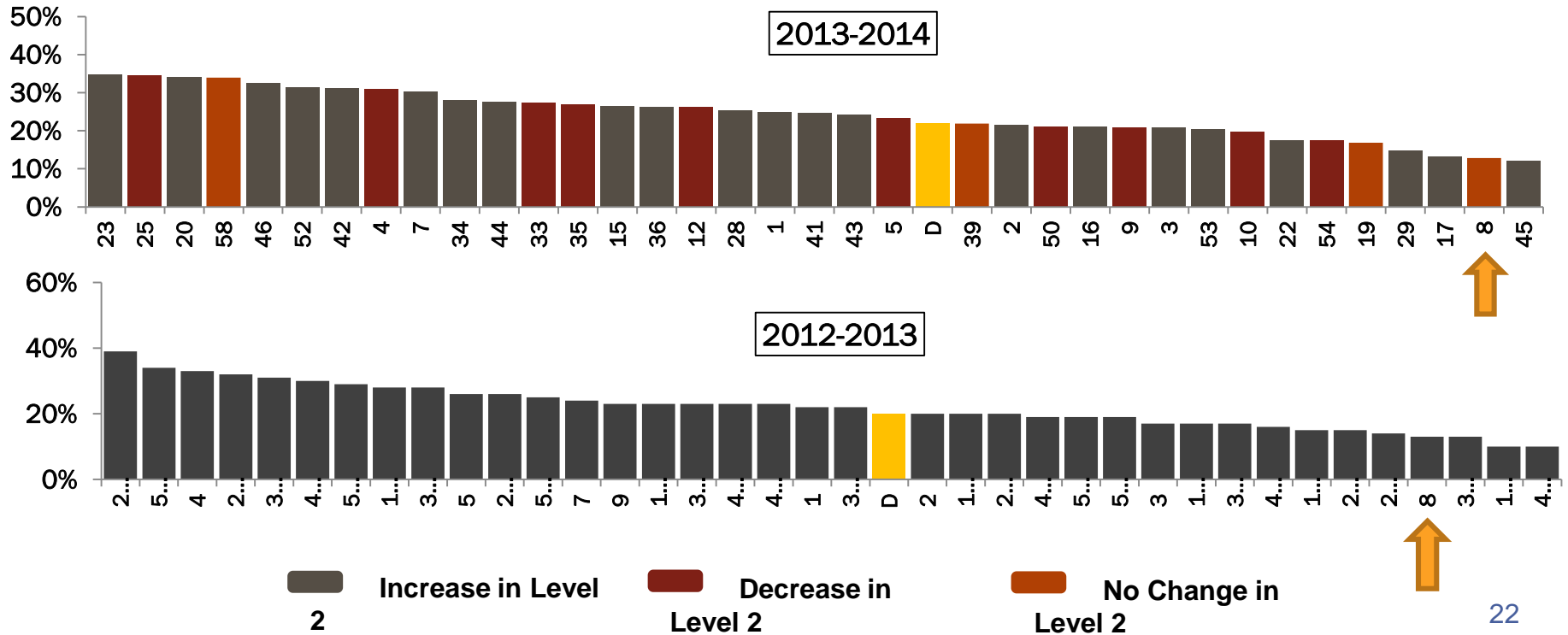
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 Math Student Proficiency Performance *Level 2*



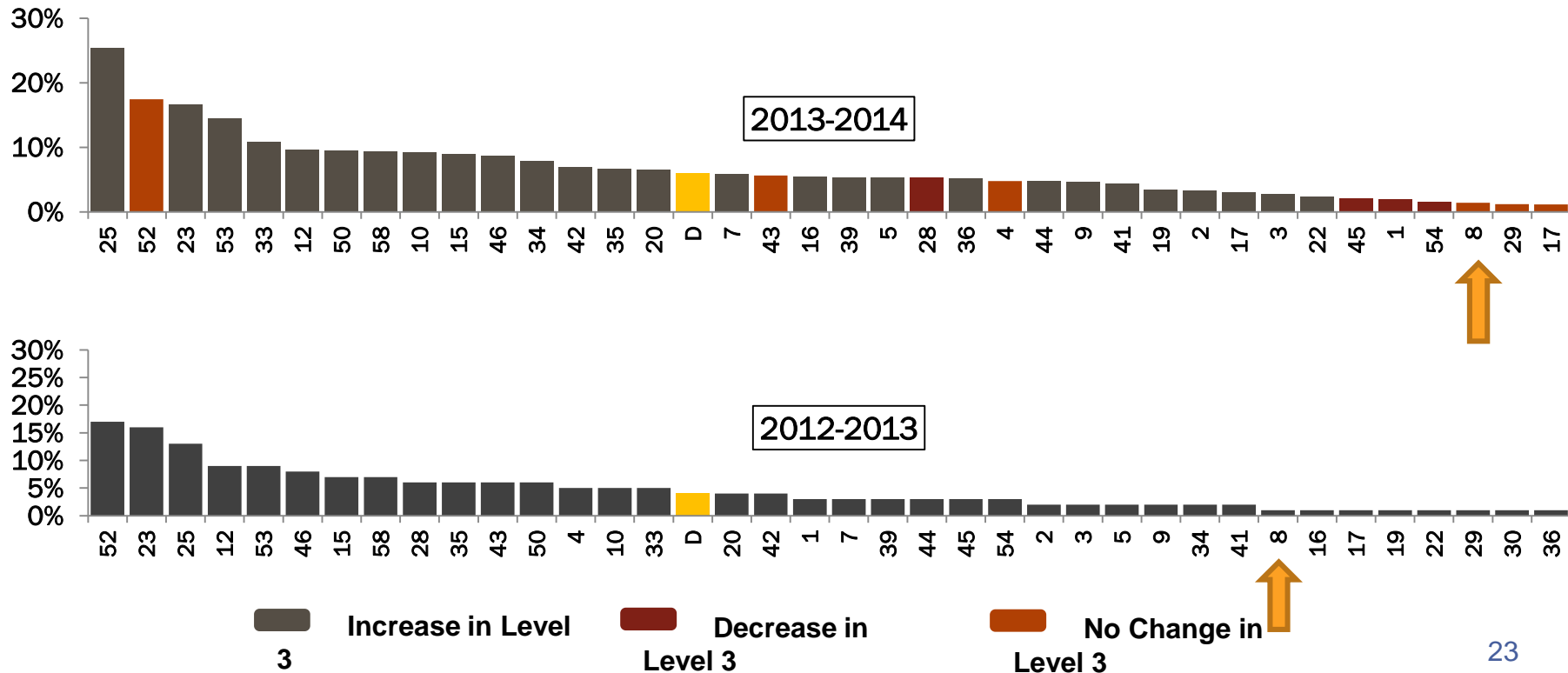
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 Math Student Proficiency Performance *Level 3*



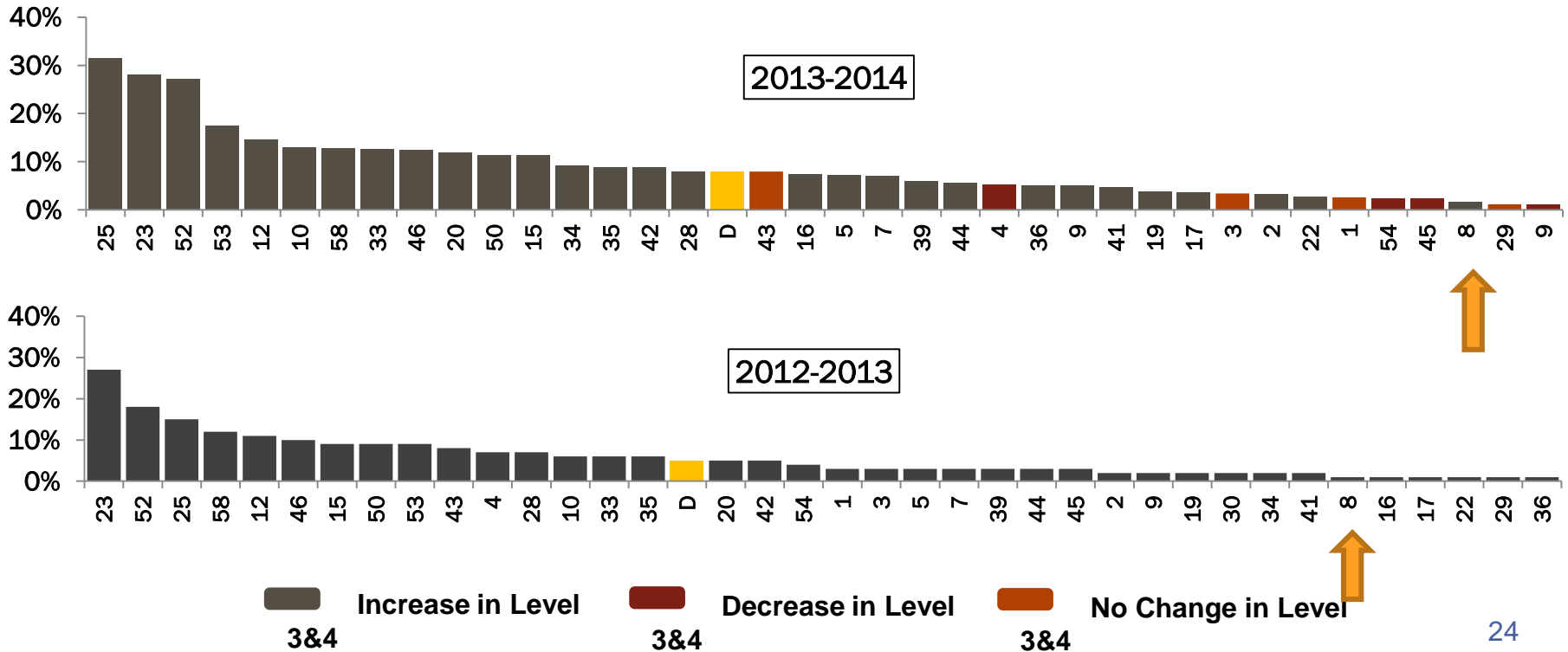
2013-14 Preliminary Results Compared to 2012-13 Performance



Elementary Schools 3-8 Math

Student Proficiency Performance *Level 3 & 4*

2013-14 Preliminary Results Compared to 2012-13 Performance

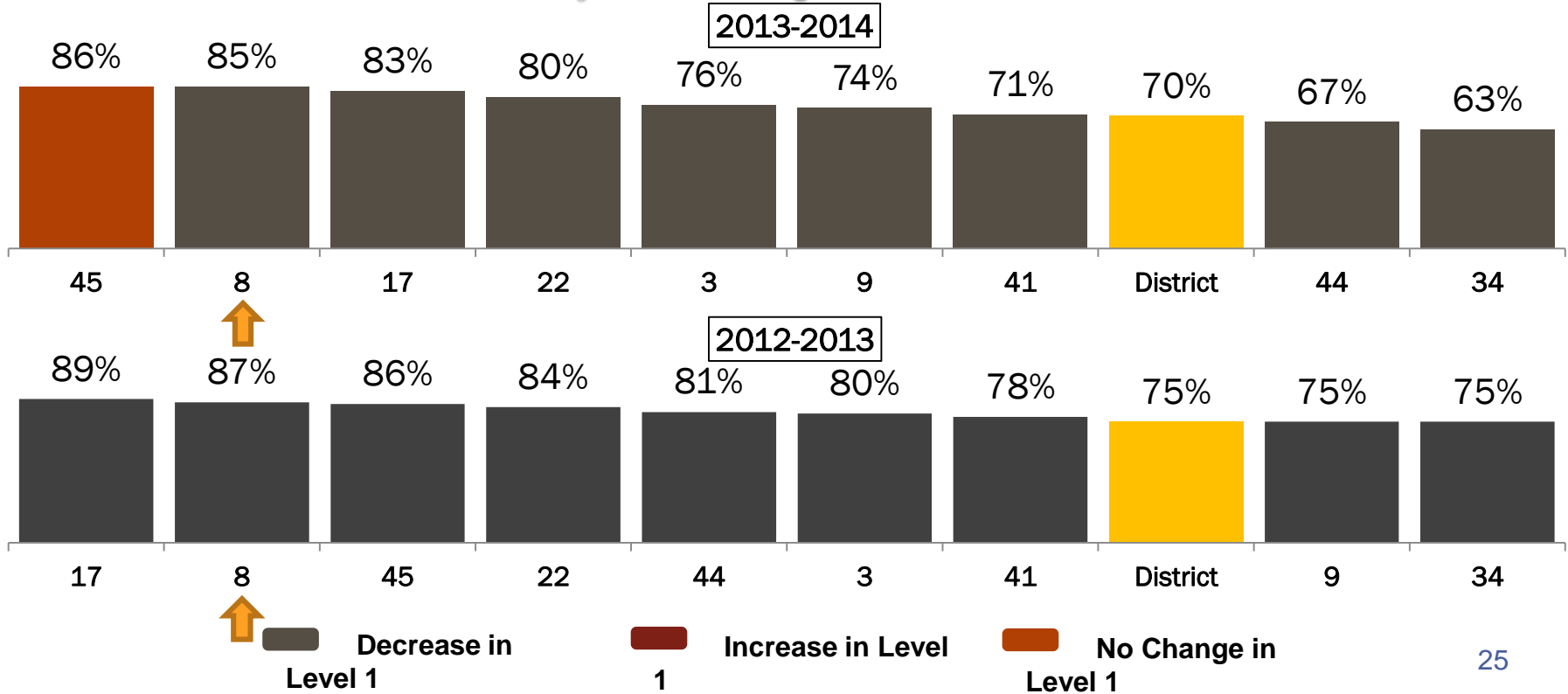


Priority Schools 3-8 Math

Student Proficiency Performance *Level 1*

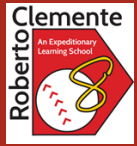


2013-14 Preliminary Results Compared to 2012-13 Performance

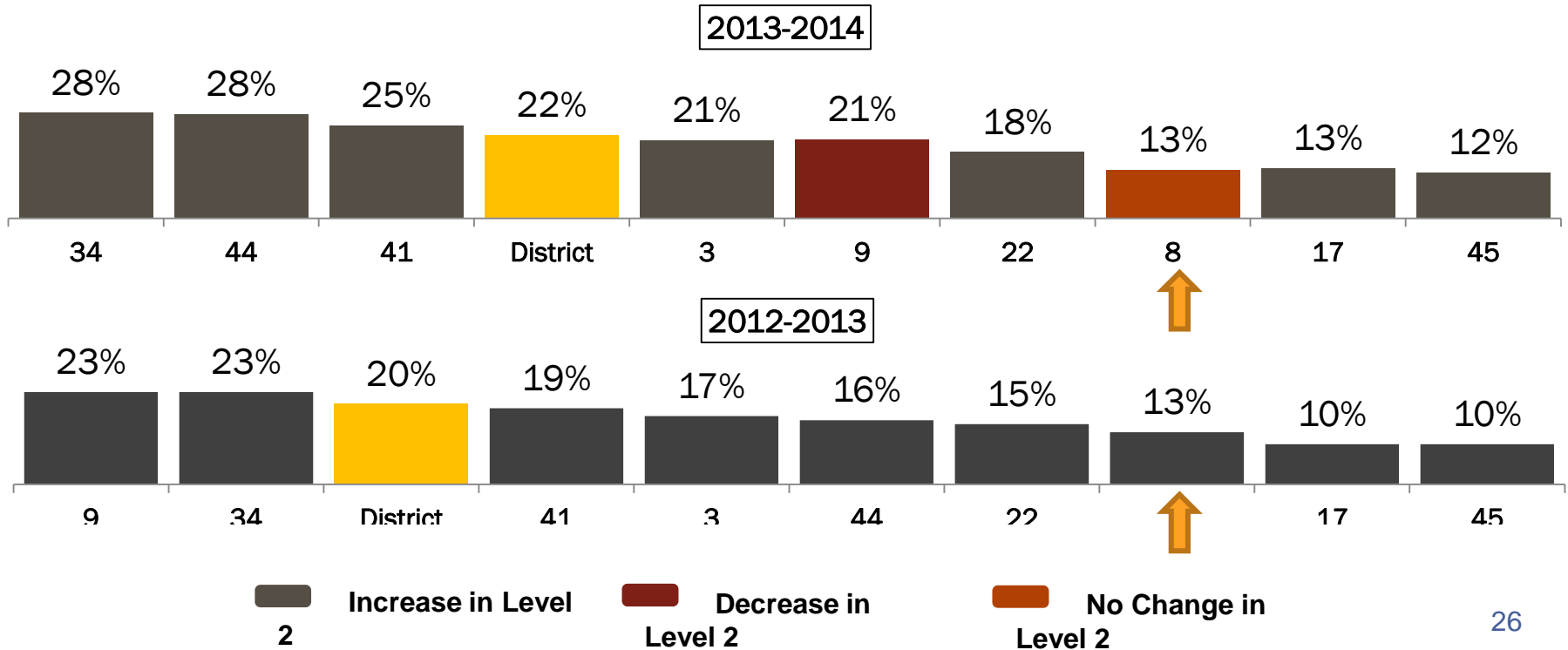


Priority Schools 3-8 Math

Student Proficiency Performance *Level 2*



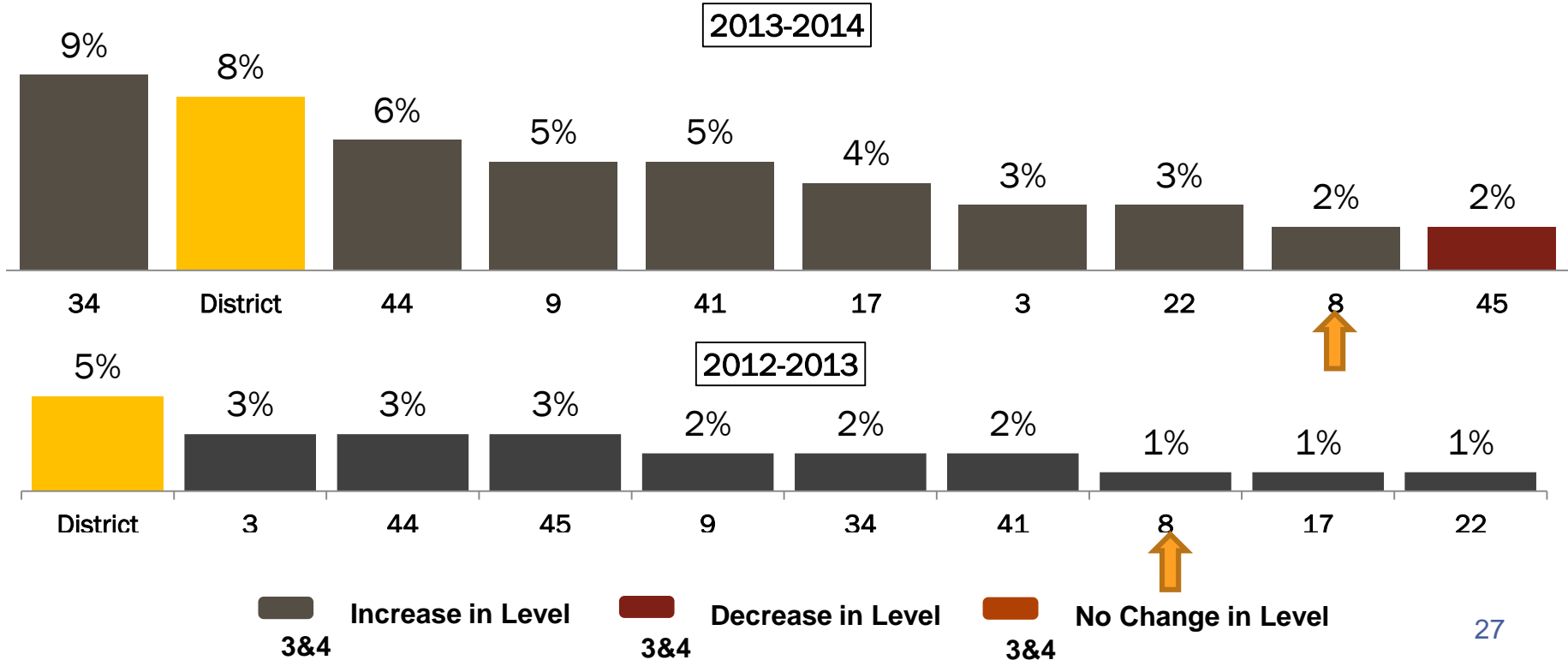
2013-14 Preliminary Results Compared to 2012-13 Performance



Priority Schools 3-8 Math

Student Proficiency Performance *Level 3 & 4*

2013-14 Preliminary Results Compared to 2012-13 Performance



Expert Texts

- SIG VI Goals
- Group 1: ELA
- Group 2: Math
- Group 3: Culture/Community

- ✓ Confirms what you thought
- ✗ Contradicts what you thought
- ? Raises a question
- ?? Confuses you
- ★ Seems important
- ! Is new or interesting

ELA Goals & Objectives from SIG VI Grant

GOAL: Students will improve their overall literacy skills through high quality first teaching

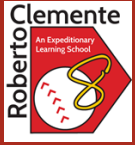
OBJECTIVE 1.1: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with essential questions as demonstrated by levels of proficiency of student work aligned to CCLS

OBJECTIVE 1.2: Students will support opinions and ideas with information gained from a variety of sources as demonstrated by informational and persuasive argument writing pieces, that are written for an authentic audience.

OBJECTIVE 1.3: Students will demonstrate increasing independence while reading challenging texts as demonstrated by improved lexile levels that increase complexity as students progress.



ELA Goals & Objectives from SIG VI Grant



GOAL: *Students will improve their overall literacy skills through high quality first teaching.*

OBJECTIVE 1.4: Students will participate in the creating of high-quality products for authentic audiences via EL Expeditions and community-based service learning criteria, as evidenced by demonstration/explanation of the product during the school's Expedition Night

Progress monitoring for overall literacy skills will be assessed via student performance on the NWEA assessments (3 times per year) and common writing prompts (4 times per year). Successful implementation of this goal as defined by the EL WORK PLAN targets, will involve a demonstrated closure in the gap between fall to spring NWEA MAP - RIT Norm Reading Growth. Within the 5 year span of the grant, grades 1-8 will meet or exceed the norm reading growth [K progress will be assessed via winter to spring growth]. Progress monitoring/evidence for the creation of high quality products will occur via school ratings on the Implementation Review rubric. Protocol for review of the common writing will involve the compilation of high, medium, and low portfolio pieces from grades PK-8. Exemplars from EngageNY, rubrics, and the EL Framework will guide the Looking at Student Work processes through carefully planned Professional Learning sessions and grade level meetings.

Math Goals & Objectives from SIG VI Grant



GOAL: *Students will improve their overall Math skills through high quality first teaching.*

OBJECTIVE 1.1: Students will have a demonstrate a deep understanding of math concepts as demonstrated by the ability to self-select and apply the appropriate math concepts to interpret real-world content.

OBJECTIVE 1.2: Students will demonstrate speed and accuracy (i.e. fluency) in simple calculations, as demonstrated by formative and summative assessment of student work.

OBJECTIVE 1.3: Students will be able to write and speak about their understanding of math concepts as evidenced by demonstration/explanation of the product during the school's Expedition Night.

Progress Monitoring for math goals will occur using mid-module and end-of module math assessments, formative assessments, as well as NWEA MAP in the fall, winter, and spring. Successful implementation will involve a demonstrated closure in the gap between fall to spring NWEA MAP - RIT Norm Math Growth. Within the 5 year span of the grant, grades 1-8 will meet or exceed the norm math growth [K progress will be assessed via winter to spring growth].

Additional Goals & Objectives from SIG VI Grant

Goal: Roberto Clemente School #8 will create a community and culture of continuous learning that supports the academic growth and the social, and emotional health of all students.



OBJECTIVE 1.1: Student social and emotional health will improve through tiered intervention that includes a focus on restorative practices and the Discipline Ladder to guide student expectations and behavior consistently and proactively, as evidenced by reduced disciplinary incidents and suspensions.

OBJECTIVE 1.2: Parents will be active participants of the School #8 TEAM through the EL Framework protocols that include but are not limited to student-led conferences that utilize Habits of Work [Perseverance, Honor/Integrity, Commitment to Quality, and Collaboration] and student-led Expedition Nights that showcase student work and achievements.

OBJECTIVE 1.3: Monthly Town Hall/Community meetings will become a common structure at School #8 with all TEAM members in order to build a culture of pride, success, and celebration of academics and positive character.

Additional Goals & Objectives from SIG VI Grant



Goal: School #8 will engage partners in the surrounding community in two-way partnerships to identify resources to support students/families/staff as they establish a sustainable Community School Model.

OBJECTIVE 1.1: Student wrap-around services will be developed and maintained through the establishment of relationships with the active neighborhood associations and a variety of community mental health agencies to increase the number of resources supporting student academic growth and social/emotional health.

OBJECTIVE 1.2: Student academic achievement will improve through the Learning Walks forum for staff, students, parents, and community partners—all members of the TEAM, that will provide targeted observational data that can be analyzed and impact future instructional decisions.

OBJECTIVE 1.3: Students, staff and community members will participate in expeditions aligned with the EL Framework in order to establish student-driven instruction through guiding questions, case studies, projects and products, fieldwork, experiences within the community, service learning, and a culminating event that features high-quality student work.

Debrief



☞ I used to think the jar of marbles represents _____.

☞ Now I think the jar of marbles represents _____.

Community School Model

Community Schools are public schools that emphasize family engagement, characterized by strong partnerships and additional supports for students and families designed to counter environmental factors that impede student achievement. While some of the specific attributes of a community school program vary based on the needs of its respective community, all Community Schools share three foundational pillars:

- A rigorous academic program with strong supports to prepare all students for college, careers, and citizenship, and that supplements quality curriculum with expanded learning opportunities that keep students engaged, coupled with high levels of accountability for results;
- A full range of school-based and school-linked programs and services that, based on a needs assessment of the community, address the comprehensive needs of students and their families and that work with families as essential partners in student success; and
- Partnerships that demonstrate collaboration with the local community, including by engaging families and other community stakeholders and drawing on a broad set of resources, incorporating local and State government agencies, non-profit service providers, institutions of higher education, and the philanthropic and business communities in order to extend the impact and depth of services and programs.

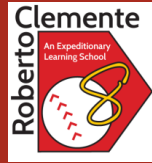
Community Partner: Expeditionary Learning



EL will continue to provide and strengthen the implementation of an engaging and rigorous approach to teaching and learning at Roberto Clemente School #8. The professional learning associated with EL promotes a shared belief system that learning is interactive, challenging, meaningful, public, and collaborative.



Community Partners



- ★ The YMCA- expanding as an ELT partner to provide 9 components of curriculum including 1) Tutoring/Learning 2) College/Career Exploration 3) 21st Century Skills 4) Service Learning 5) Arts Education 6) Leadership Development 7) Health and Wellness 8) Global Learning 9) Parent Engagement. YMCA will provide ELT enrichment based on student interest and teacher input.
- ★ Rotary- provides individualized student support for “Reading Commandos” and “Mathamagicians.”
- ★ Lion’s Club/Youth and Justice- provides books and bookshelves for all 2nd grade students
- ★ St. Thomas Episcopal Church- provides academic support for individual classrooms through center work and reading practice
- ★ Rochester Police Department/Mayor’s Office- School Ambassadors will participate in internship opportunities to support the culture of character and learning
- ★ Children’s Institute- Primary Project- provides social/emotional support for students K-2, with plans to expand the footprint to academic support of literacy grades K-2 during ELT
- ★ Hillside Work Scholarship Program- works with 7-8 grade students to provide mentorship and academic, social/emotional support for students.
- ★ Smile Mobile- provides on-site dental care for students of School #8.

Expansion of Community Partners

- ★ Group 14621- Neighborhood Association- established to advocate for and to engage community members in collective efforts to improve the quality of life in neighborhoods, and by doing so enhancing education, employment, housing and recreation opportunities for residents and foster personal responsibility.
- ★ Mercier Literacy for Children - to provide intervention services to students based on data provided by coach, teacher and administrative data analysis.
- ★ Center for Youth- will provide prevention education for students, particularly focusing on grades 6-8
- ★ Americorps- to support Tier III intervention groups, and Tier II social/emotional support groups
- ★ FACT- Families and Children Together- will support the attendance initiative and provide the bridge to community resources for families
- ★ Liberty Resources and other community-based mental health resources to support children and families will support the social/emotional health of students and their families

Feedback



- ∞ Kind
- ∞ Specific
- ∞ Helpful



Closing Reading

LEARN TO GROW TREES

School reform, by its very nature, requires a sustained effort. It takes more time to improve schools than is generally discussed or acknowledged in the press and in political debate, and it takes longer than our political structures support. Ideas are important, but they come in a moment. Doing is what counts, and doing takes years. “If you want to change schools,” one superintendent-reformer told me—in 1964—“learn to grow trees.”

Leaders have to provide a focus: Choose a direction and stick to it. They have to be reliable and persistent. For school reform to succeed, we, and especially the leaders, have to keep tending the trees. With respect to the work of improving schools and student achievement, leaders do not accomplish much if they are not there for the long haul. Trust and time are the fundamental requirements for growing good schools. Trust is built through constancy. Constancy is demonstrated over time.

What the majority of the schools we work with need most is focus: a clear idea of what the school is trying to become, and time to work on it. Peter Bittenweiser, who works with individual schools for the Ewing & Marion Kaufman Foundation, says that he does not care what programs or design the school has chosen. He just asks, “What things are you doing that contribute or support your mission?” and “What are you doing that doesn’t?” And then he tries to help them do more of the first and less of the second.

Got Habits?

