

# Receivership

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## Quarterly Report

*2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
School #8: Roberto Clemente	261600010008	Rochester City School District		SIG 6
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Bolgen Vargas Daniel Lowengard Linda Cimusz	Laurel Avery-DeToy	Dr. Ray Giamartino Michele Alberti Cheryl Wheeler	K-8	646 as of 1/30/16

### Executive Summary- No significant changes

Please provide a plain-language summary of the current reporting 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.

*School #8 is supported by a School Improvement Grant (SIG) Cohort 6. Resolution of the grant received Dec 2015. This grant application has provided us the ability to move forward with planned school improvement with financial resources to accomplish the goals.*

*Key Strategies of the SIG 6 Plan includes:*

- 1. Implement a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders. Specific grade-level Expeditions are planned for SY15-16*
- 2. Utilize consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education opportunities for students, and enrichment will provide well-rounded opportunities for students. This includes Data Driven Instructional planning to identify performance trends and implement strategies that meet the needs of all students.*
- 3. Implement Expanded Learning Time to deliver an additional 300 hours of instruction, focused on intervention, acceleration and enrichment.*

*The school must demonstrate a number of indicators of success. Level 1 Indicators were selected by the State Education Department (SED). They are:*

- 1. Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall.*
- 2. Indicator #5: School Safety- progress will be demonstrated if the school has < 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.*



3. *Indicator #9: 3-8 ELA All Students Level 2 & Above- progress will be demonstrated if the school reaches 40% or has a minimum of a 1% increase in this group's academic performance.*
4. *Indicator #15: 3-8 Math All Students Level 2 & Above- progress will be demonstrated if the school reaches 38% or has a minimum of a 1% increase for all students.*
5. *Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)-progress will be demonstrated by an increase from 49.66 to 50.72 or minimum of a 1% increase for all students.*
6. *Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)- progress will be demonstrated by an increase from 43.78 to 51.17 or minimum of a 1% increase for all students.*
7. *Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above- progress will be demonstrated if the school reaches 44% or has a minimum of a 1% increase in this group's academic performance.*

*The school is required to choose 5 Level 2 Indicators. Based on meetings with the SBPT and CET, the following Indicators were chosen.*

1. *Indicator #11: 3-8 ELA Black Students Level 2 & Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the group's academic performance.*
2. *Indicator #14: 3-8 ELA ED Students Level 2 & Above- progress is demonstrated if the school reaches 37% or has a minimum of a 1% increase in the group's academic performance.*
3. *Indicator #17: 3-8 Math Black Students Level 2 and Above- progress is demonstrated if the school reaches 32% or has a minimum of a 1% increase in the group's academic performance.*
4. *Indicator #20: 3-8 Math ED Students Level 2 and Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the group's academic performance.*
5. *Indicator #94: Providing 200 Hours of Extended Day- The school has meet this target. Progress targets are being developed by the State Education Department (SED).*

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

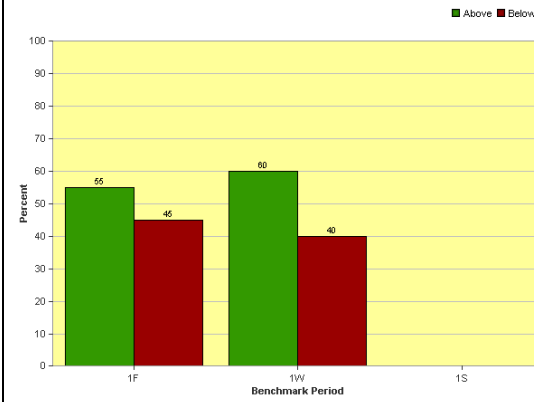


**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>																																																										
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.																																																										
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out																																																						
Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall.		N/A	Make Progress	<p>Winter NWEA Data demonstrates that in Reading, grades 3, 5, 6, and 8 are meeting or exceeding and grade 7 is on the cusp of meeting their mean growth projection. In Mathematics, Grades 3 and 5 are meeting or exceeding and grades 4, 6, and 7 are on the cusp of meeting their mean growth projection.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p><b>Reading</b></p> <table border="1"> <caption>Reading Data</caption> <thead> <tr> <th>Grade</th> <th>Mean of Growth</th> <th>Mean of Growth Projection</th> </tr> </thead> <tbody> <tr><td>1</td><td>10.5</td><td>11.5</td></tr> <tr><td>2</td><td>5.5</td><td>10.5</td></tr> <tr><td>3</td><td>10.5</td><td>8.5</td></tr> <tr><td>4</td><td>4.5</td><td>6.5</td></tr> <tr><td>5</td><td>7.5</td><td>5.5</td></tr> <tr><td>6</td><td>5.5</td><td>4.5</td></tr> <tr><td>7</td><td>2.5</td><td>3.5</td></tr> <tr><td>8</td><td>8.5</td><td>3.5</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Mathematics</b></p> <table border="1"> <caption>Mathematics Data</caption> <thead> <tr> <th>Grade</th> <th>Mean of Growth</th> <th>Mean of Growth Projection</th> </tr> </thead> <tbody> <tr><td>1</td><td>12.5</td><td>13.5</td></tr> <tr><td>2</td><td>7.5</td><td>10.5</td></tr> <tr><td>3</td><td>8.5</td><td>8.5</td></tr> <tr><td>4</td><td>6.5</td><td>7.5</td></tr> <tr><td>5</td><td>6.5</td><td>5.5</td></tr> <tr><td>6</td><td>3.5</td><td>4.5</td></tr> <tr><td>7</td><td>3.5</td><td>3.5</td></tr> <tr><td>8</td><td>2.5</td><td>2.5</td></tr> </tbody> </table> </div> </div> <p>*The school is using AIMSweb to benchmark in grades K-2. Benchmark occurs 3 times a year, administered by the reading teacher and data coach. (Updated 2/14/16 by G. Vallone). Winter AIMSweb Benchmark Data demonstrates that in Reading that at Grade 1: 60% of students are above target for Phoneme Segmentation Fluency</p>	Grade	Mean of Growth	Mean of Growth Projection	1	10.5	11.5	2	5.5	10.5	3	10.5	8.5	4	4.5	6.5	5	7.5	5.5	6	5.5	4.5	7	2.5	3.5	8	8.5	3.5	Grade	Mean of Growth	Mean of Growth Projection	1	12.5	13.5	2	7.5	10.5	3	8.5	8.5	4	6.5	7.5	5	6.5	5.5	6	3.5	4.5	7	3.5	3.5	8	2.5	2.5
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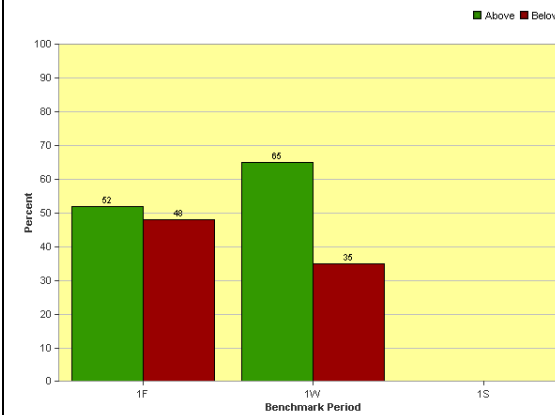


Phoneme Segmentation Fluency



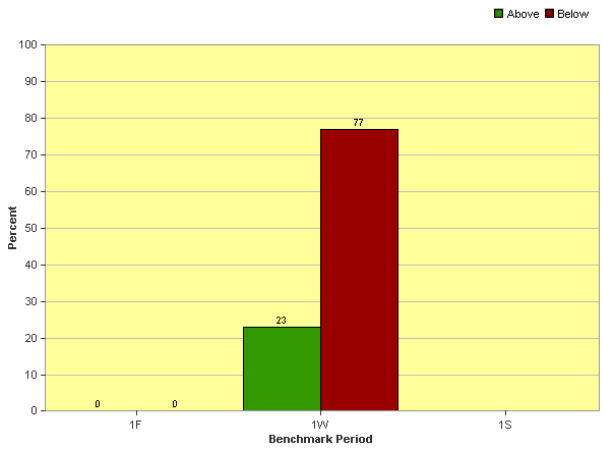
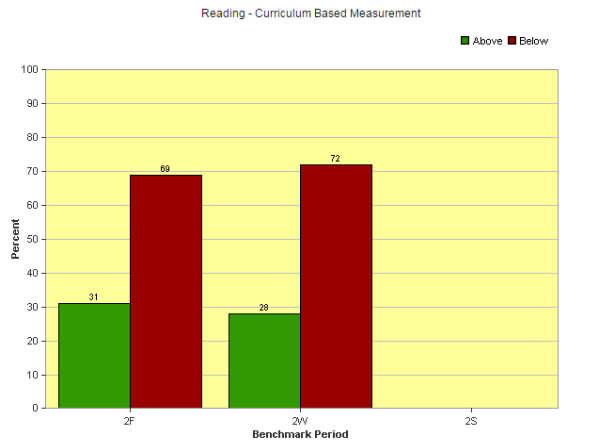
65% of students are above target for Nonsense Word Fluency

Nonsense Word Fluency



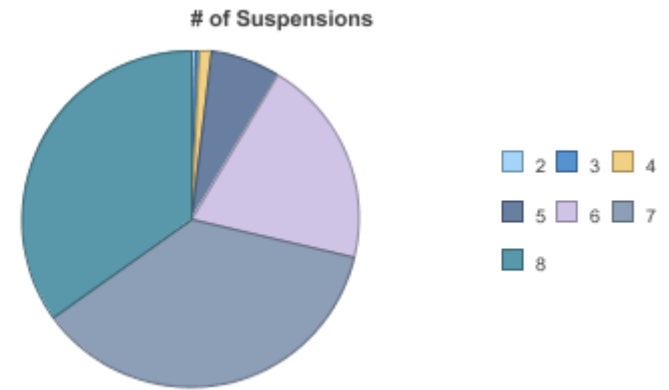
At Grade 1: 23% of students are above the target for Reading - Curriculum Based Measurement (fluency)



				<p>Reading - Curriculum Based Measurement</p>  <p>At Grade 2: 28% of students are above the target for Reading - Curriculum Based Measurement (fluency).</p> 						
<p>Indicator #5: School Safety- progress will be demonstrated if the school has &lt; 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.</p>		<p>19</p>	<p>&lt; 7 Serious Incidents or at least a 10% reduction</p>	<p>Suspensions by Grade Level as of 1/15/16</p> <table border="1" data-bbox="1039 1356 1953 1429"> <thead> <tr> <th>Current Grade Level</th> <th># of Suspensions</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0.4%</td> </tr> </tbody> </table>	Current Grade Level	# of Suspensions	%	2	1	0.4%
Current Grade Level	# of Suspensions	%								
2	1	0.4%								



3	1	0.4%
4	3	1.2%
5	16	6.6%
6	49	20.2%
7	88	36.2%
8	85	35.0%
<b>Grand Total</b>	<b>243</b>	<b>100.0%</b>



Offense	2015-2016		2014-2015	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses
02.2 Other Sexual Offense	2	0.9%		
07 Assault - Physical Injury	3	1.4%	13	4.1%
08 Reckless Endangerment	1	0.5%	4	1.3%
09 Minor Altercations	47	22.0%	104	32.8%
10 IHMB No Physical Contact	17	7.9%	60	18.9%
12 Criminal Mischief	8	3.7%	4	1.3%
13 Larceny or Other Theft	2	0.9%	1	0.3%
15 False Alarm	1	0.5%	2	0.6%
17.2 Weapons Found - Other	2	0.9%	1	0.3%
18 Drugs Use, Possess, Sale	2	0.9%	1	0.3%
20 Other Disruptive Incidents	126	58.9%	118	37.2%
Defiance/Non-compliance	1	0.5%	1	0.3%
Disrespect	1	0.5%	1	0.3%



Truancy (From Class or Day)	1	0.5%	1	0.3%
04 Assault - Serious Phys Inj			1	0.3%
17.1 Weapons Confiscated			1	0.3%
19 Alcohol Use, Possess, Sale			1	0.3%
Disruptive			1	0.3%
Fighting (NON VADIR)			1	0.3%
Minor, Non-NYS Reportable			1	0.3%
Bullying				
Inappropriate Language				
Lying/Cheating				
Physical Aggression				
Property Damage/Vandalism				
Unsubstantiated IHMB Report				
<b>Grand Total</b>	<b>214</b>	<b>100.0%</b>	<b>317</b>	<b>100.0%</b>

The School reports the following Serious Incidents YTD by category below. The school is on-track to meet the 1% reduction target for this indicator.

Other Sexual Offense	2.2	3
Assault- Physical Injury	07	3
Reckless Endangerment	08	1
Minor Altercations	09W	2
Weapons Found- Other	17.2	2
<b>Total</b>		<b>11</b>

The school has added a .5 Social Worker, working with specific, targeted SE needs of students. Implementation of Clemente Cool Down Help Zone in Collaboration with Center for Youth-intervention/prevention has provided an intermediary step to ensure no loss of instructional time for students and the ability to return to the regular classroom following a period of time when work is completed and behavioral issues are addressed (see attached 1). If this does not occur, students are then moved to the ATS room for more intensive support with academic work and behavioral expectations.



				<p>Thru extended learning time, ELT sections are provided for targeted girls and boys groups to focus on SE needs for 7<sup>th</sup> and 8<sup>th</sup> grade students.</p> <p>Challenges include continued inconsistent SSO staff. A full time consistent placement so that staff could be trained to work directly with students in a more positive rather than punitive roll would support the goals and progress of the school in this area.</p> <p>TCIS- Therapeutic Crisis Intervention Services- all staff will be trained in this area to support the social/emotional needs of students.</p>
Indicator #9: 3-8 ELA All Students Level 2 & Above-		19%	40% or at least a 1% increase	<p>See indicator #1 above</p> <p>The school is using the following tools to improve student performance in ELA:</p> <ul style="list-style-type: none"> <li>a. Building Based common writing assessments are used in grades K-6</li> <li>b. Intervention groups- Walk to Intervention- new as of January, is being implemented in grades 1-6</li> <li>c. Reading specialists- support targeted literacy interventions for students</li> <li>d. Academic enrichment- is a component of the school's Expanded Learning Time model.</li> <li>e. Blended learning includes the following programs--Language Live (6 grade)- Compass, Lexia, STAR in primary grades, FLEX Literacy (grade 5). iPads (4 devices per classroom) have been provided. The school is scheduled to receive a Chromebook cart for every classroom in the next quarter where teachers have attended the training to implement.</li> <li>f. PD is aligned to the EL Learning work plan and CCLS (see attached 2).</li> <li>g. One 4<sup>th</sup> grade teacher has taken over ELT for academic support</li> <li>h. English Honors is being implemented at Grade 8. (18 students enrolled out of 83 or 22% of 8<sup>th</sup> grade students.)</li> </ul>
Indicator #15: 3-8 Math All Students Level 2 & Above-		15%	38% or at least a 1% increase	<p>See indicator #1 above</p> <p>The school is using the following tools to improve student performance in math:</p> <ul style="list-style-type: none"> <li>a. Blended Learning: First in Math is now available and conversations/training with teachers to present this as an option have begun.</li> <li>b. ELT Math support for 7-8 grade</li> <li>c. Homework Hotspot- 4 days per week for 7-8 grade students to target skill support for students.</li> <li>d. RCSD Common math assessments are being used in grades 3-8 to inform instructional planning</li> <li>e. PD is aligned to the EL Learning work plan and CCLS (see attached 3).</li> </ul>





				f. Algebra 1 is being offered for Grade 8 (18 students enrolled out of 83 or 22% of 8 <sup>th</sup> grade students).
<i>Indicator #33: 3-8 ELA All Students Mean Growth Percentile (MGP)-</i>		49.66	50.72 or minimum of a 1% increase for all students	See indicator #9 above
<i>Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)-</i>		43.78	43.78 to 51.17 or minimum of a 1% increase for all students	See indicator #15 above
<i>Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above-</i>		28%	44% or minimum of a 1% increase in this group's academic performance	<p>The school is receiving professional support from U of R. The college will provide this professional learning during the 3<sup>rd</sup> quarter, supported by a pending grant that has been received.</p> <p>The school has proposed an Early Start-Summer- EL Launch for all the expeditions that impacts Science instruction.</p> <p>Summer Innovation Greenhouse Host that will permit the incubation of best-practice ideas that can be shared with the staff.</p> <p>Recess Ramp Up program for 3-6<sup>th</sup> grade (Feb and March Recess)</p>

**LEVEL 2 Indicators**

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
<i>Indicator #11: 3-8 ELA Black Students Level 2 &amp; Above-</i>		35%	35% or has a minimum of a 1% increase in the group's academic performance	<p>See indicator #9 above</p> <p>Every Child, District Data, Teacher input, targeted intervention</p> <p>Data walls in each classroom, and administrative data wall-schoolwide data</p> <p>Attendance Data wall included to emphasize time on task</p> <p>Specific intervention academic programs-First in Math, Lexia, Compass (Tier 2), CKLA Assessment Remediation Guide-K-2, Language Live (6<sup>th</sup> grade), Research based programs and resources.</p>
<i>Indicator #14: 3-8 ELA ED Students Level 2 &amp; Above- progress is demonstrated if the school reaches 37% or has a</i>		19%	37% or a minimum of a 1% increase in the group's	<p>See indicator #9 above</p> <p>The poverty percent at School #8 is 92%. The ED subgroup is a substantial part of the all-student population.</p>



<p>minimum of a 1% increase in the group's academic performance.</p>			<p>academic performance</p>		
<p>Indicator #17: 3-8 Math Black Students Level 2 and Above- progress is demonstrated if the school reaches 32% or has a minimum of a 1% increase in the group's academic performance.</p>		<p>14%</p>	<p>32% or has a minimum of a 1% increase in the group's academic performance</p>	<p>See indicator #15 above</p>	
<p>Indicator #20: 3-8 Math ED Students Level 2 and Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the group's academic performance.</p>		<p>15%</p>	<p>35% or has a minimum of a 1% increase in the group's academic performance</p>	<p>See indicator #15 above                      The poverty percent at School #8 is 92%. The ED subgroup is a substantial part of the all-student group.</p>	
<p>Indicator #94: Providing 200 Hours of Extended Day- The school has meet this target. Progress targets are being developed by the State Education Department (SED).</p>		<p>N/A</p>	<p>Provide 200 hours of ELT</p>	<p>The school-day schedule has been expanded from 9:00 AM-5:00 PM. All students participate in this school day that is now 8 hours long, compared to a 6.5 hour day. This provides an additional 260 hours during the school year. The school participates in the time collaborative and meets a 300+ additional-hour target by participating in AIS summer programs that provide an additional 40+ hours. The school is on-track to meet this target.</p>	
<p><b>Green</b></p>	<p>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>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



## Part II – Key Strategies

<b>Key Strategies</b>		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
<p>1. Implement of a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders. Specific grade-level Expeditions are planned for SY15-16.</p> <ul style="list-style-type: none"> <li>Foster a consistent Community School learning environment within the school by reinforcing consistent TEAM language and actions by all that demonstrates the EL Mission Statement</li> </ul> <p>Create the required Community Implementation Team and align its work with the goals of establishing a Community School Model</p>		<p><b>Quarter 2: 33 new staff members need to be trained in Expeditionary Learning (EL) Education practices. In the lower grade levels, there is a much stronger EL implementation. The EL concept of TEAM (Crew) is beginning to be implemented throughout the building, with pockets of true implementation with fidelity. During the 6 ½ day releases for professional learning, an EL focus is planned and implementation has begun (see attached 3).</b></p> <p><b>7-8 grade still contains itinerant teachers not invested in the school because they are not there for a full day. The school has responded by assigning the EL coach to one middle school team (crew) to support EL instruction and build capacity. Changes to the student base continue to occur adding new students enter the district. This presents a challenge as incoming students may not understand the EL culture. 4 out of 4 administrators are new and the school has responded by providing training for all incoming administrator after school hours.</b></p> <p><b>A meeting is set with EL Education for January 26<sup>th</sup> in order to review implementation and next steps for EL at RC8.</b></p> <p><b>To adhere to the Community School Model, parent/family nights are scheduled. This presents a challenge due to the late end time of the school day to gain parent participation. The school has responded by incorporating family friendly events throughout the school day (ie. Winter Concert, Drama Productions, presentation of grade level expeditions). Partnerships with RPD (Rochester Police) and Healthy Kids are new and continued partnerships with the YMCA, IBERO, Primary Project, Center for</b></p>



			<p><i>Youth, Hillside Work Scholarship, and Rotary have continued in order to establish wrap-around services for students and their families.</i></p> <p><i>Challenges include the concern that some partners are not keen on the time-change based on ELT. While partners have expressed concerns about changes to the length of the day and the ability to meet outside of school hours to plan and implement services extended school hours leads to a lack of coordination. The school is currently troubleshooting this issue. Locations throughout the building have been identified for partners to provide tutoring to students. Current partners provide support for the school's mission and include: Monthly meetings occur on an as-needed basis, with individual partners. The school has identified and established a lead from CET (AmeriCorps Member) to ensure transparent, circular communication and that all partners have the opportunity to share successes and challenges that can be resolved by the CET.</i></p> <ol style="list-style-type: none"> <li><i>1. EL Education</i></li> <li><i>2. The YMCA</i></li> <li><i>3. The Rochester Rotary</i></li> <li><i>4. St. Thomas Episcopal Church</i></li> <li><i>5. The Rochester Police Department</i></li> <li><i>6. The Children's Institute</i></li> <li><i>7. Hillside Work Scholarship</i></li> <li><i>8. The SMILEmobile</i></li> <li><i>9. Center for Youth</i></li> <li><i>10. AmeriCorps</i></li> <li><i>11. FACT- Families and Children Together</i></li> <li><i>12. Genesee Mental Health (pending)</i></li> <li><i>13. Department of Human Services</i></li> <li><i>14. Time Collaborative</i></li> <li><i>15. U of R- Fraternity Report (pending)</i></li> </ol>
2.	Utilize consistent, effective good first teaching that includes Common Core lessons for ELA and Math, interventions that provide gap-closing education		<p><i>Professional Learning has included work with the Danielson Rubric with a concentration on Domains 2 &amp; 3 that has been aligned to EL practices. Administrative Team has all attended the district mandated Danielson/McKay training (6 sessions+1 calibration walk-</i></p>



<p>opportunities for students, and enrichment will provide well-rounded opportunities for students</p>		<p><i>through) which has allowed this school to speak a common language about expectations for teaching. The whole school community has access to a Google Drive, where all results of Professional Learning are posted. Observation in areas of focus will be documented through Learning Walks that are teacher and student driven. Administrative walk-throughs occurs weekly. Feedback is provided immediately to teachers after any observations occur viva email or with collegial conversation. Additional reflective feedback takes place during bi-weekly site visits with the Principal and Chief of School Transformation to assess and track skill development, application, and proficiencies.</i></p> <p><i>A data cycle has been created using NWEA, AIMSweb, and Brigance for K-8 students to determine student gaps in ELA and math. Teachers use this data to create flexible groupings for Tier II and Tier III instruction and intervention. Teachers also co-teach with an intervention specialist to improve best practices. A Walk to Intervention Model is implemented for grades K-6 with 3 intervention teachers providing 35 minutes of Tier 2 and Tier 3 focused instruction to pre-determined groups based on various data pieces. A Building-Wide Writing Assessment has been administered to all students and will be used with a Looking at Student Work (LASW) protocol to identify common 6 + 1 Writing Traits (Ruth Culham) focused by quarter.</i></p> <p><i>Work with CO including ELA and Math Executive Directors provides building-level support for coaches and includes ways to implement math curriculum that supports the backward design (an EL concept) and CCLS. Kathleen Eisenberg (CO support through IM&amp;T) provides support for Chromebook and Google implementation. Additional site-based support includes a Data Coach as well as a psychologist to address non-mandated social/emotional supports.</i></p> <p><i>The school plans to include other community partners in walkthroughs in order to provide context for the work. Monthly learning walks with staff, developed and led by teachers. Feedback is immediate and dependent on the ELT implement Team. Results of walks (data) inform the professional learning plan. Walkthrough Tool is also being used also located on google drive.</i></p> <p><b><i>Quarter 2: The school continues to implement teacher-led walkthroughs. Key areas of focus have been student engagement, assessment for learning and learning targets.</i></b></p>
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			<p><b>Based on observations and teacher feedback the school is seeing improved instructional practices overall, although they acknowledge that they have further room for improvement.</b></p>
3.	<p>Implement Expanded Learning Time to deliver an additional 300 hours of instruction, focused on intervention, acceleration and enrichment.</p>		<p><i>School #8 has developed a master-schedule that provides 300+ hours for all students of Expanded Learning Time (ELT)). Challenges to implementation of ELT include the changed school schedule to a 9:00-5:00 model. Parents have indicated they are not pleased with this change, as has the largest community partner. This change of time also poses as safety risk to students who are being dismissed much later than last year. Students from other schools (often previous School #8 students) tend to gather and try to enter the building. These older students pose a safety risk to students staying later.</i></p> <p><i>Teacher buy-in is also a challenge, as many teachers were agreeable in a 7:30-3:30 time frame for ELT, but under the new model, are not. In response to concerns Central Office is providing 1 additional School Safety Officer (SSO) for the remainder of the school year, requested and approved by the Deputy Superintendent for Teaching and Learning. . The Deputy Superintendent for Teaching and Learning has provided an extra administrator until the end of January based on the fact of a November retirement. An additional Social Worker is also being provided for social/emotional support.</i></p> <p><i>A survey of every staff member has been completed to ask for a time change back to 7:30-3:30 for SY 16-17, and a proposal dated November 5, 2015 put forth to the District (see attached 4).</i></p> <p>An ELT menu was established for the first quarter that included the following options for students, aligned to grade-level expeditions. Students can fill out a request to change form if they would like a new ELT group. New groups are being developed based on needs of students in 7<sup>th</sup>/8<sup>th</sup> grade (boys and girls groups).</p> <p>Grades K-2</p> <p><b>Social Play:</b> Various activities to work on students social and communication skills with their peers and adults (Reading, Games, Blocks, Music, Dance, Legos, Playground Activities)</p>



Grades 3-4

**Garden Gurus:** Science, Literacy and Math skills through gardening.

**Cooperative Games:** Various activities to work on students social and communication skills with their peers and adults (Games, Puzzles, Physical Activities, Crafts)

**Yoga & Meditation:** A light physical workout focused on bringing a sense of calm and mindfulness to start the morning on the right foot.

**Arts, Crafts & Food:** Arts and Craft projects based on literature and the time of year. Weekly/ Bi-weekly recipe/ easy cooking activity on Fridays (using ELA and Math skills to write and follow recipes).

**Drama:** True Story of the Three Little Pigs Readers Theatre. Students practiced reading with expression, blocking, creating a set and costumes.

**STEM:** Science, Technology, and Engineering and Math projects.

Grades 5-6

**Garden Gurus:** Science, Literacy and Math skills through gardening.

**Cooperative Games:** Various activities to work on students social and communication skills with their peers and adults (Games, Puzzles, Physical Activities, Crafts)

**Minecraft:** Students create their own world and compete with one another to complete daily tasks as assigned by the Minecraft teacher.

**Fitness:** An intense physical workout, including callisthenic and cardio routines.

**STEP:** Students create and perform STEP Dance routines.

**Drama:** Students watched two plays. Wrote their own script. Created a set.

**STEM:** Science, Technology, and Engineering and Math projects.

Grades 7-8

**Minecraft:** Students create their own world and compete with one another to complete daily tasks as assigned by the Minecraft teacher.



**Service Learning:** Middle School students supporting RC8 teachers and staff through projects and classroom assistance.

**School Publication/ Yearbook:** Students learn and research School Newspapers and Yearbooks, setting the foundation for the creation of an RC8 Yearbook and School Newspaper.

**Girl Power:** Students read and discuss relevant texts and situations that pertain to the lives of 12-14 year old girls.

**Girl's STEP/ Intramural Sports:** Students create and perform STEP & Dance routines.

**Boy's Intramural Sports:** Students work on basketball skills in preparation for winter modified basketball.

*Quarter 2: Student choice was embedded and the school only made changes if students were unhappy with their selection from Quarter 1 (see attached 5). A satisfaction survey will be completed by semester for students, staff, and CBOs to impact planning for offerings in the 2<sup>nd</sup> semester. Students were only changed if they were unhappy with their selection. Very few complaints K-6, reduced complaints for grades 7-8. Added sections based on interest*

*Master Schedule has been adjustments. 2 self-contained classes have been flipped to afternoon ELT in order to provide instruction first. Moved a self-contained class into a room in the center of building to avoid transition interruptions. Support from DHS can be provided for an identified number of kids/families.*

*Perhaps a change from 300 hours to 200 hours during the SY and looking at summer learning in SY 16-17. Proposal for next year has been submitted with the new schedule to change the school times. Need to review the RTA contract to identify barriers. Need to plan for this in the event the District approves this. Supports the YMCA after-school program as well. Discussing the random 6 ½ days- need to discuss when these are Proposed elimination of 1 section of 7 & 8, and take in 1 inclusion at 1, 5, and 8. 7-8 grade students are not "home-grown." Need to have a fluid pathway. Honey Do List. Adding a new inclusion PK room in January.*





<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 – Community Engagement Team and Receivership Powers:

<b>Community Engagement Team (CET)</b>	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
	<p><b><i>Quarter 2: The CET team has been created and meets as necessary, at least bimonthly. Members of the team include 2 admin, 3 teachers, 2 parents, 5 CBO representatives, and 3 students who are actively participating (see attached 6).</i></b></p> <p><b><i>The responsibility for the CET is to develop recommendations regarding implementation of the school receivership (see attached 7). This team has met to review and identify metrics that have become part of this report (Level 1 and 2). The CET reports out to SBPT with some members being shared by both. CET recommendations are also shared on the Google Drive for all staff, and CBO representatives, and are posted on the School Website.</i></b></p> <p><b><i>At the CET reviewed level 1 and 2 indicators and selected the level 2 indicators detailed in this report.</i></b></p> <ul style="list-style-type: none"> <li><b><i>• Goals: continued review, monitoring and oversight for implementation of the Receivership Plan/SCEP. At the next meeting of the CET, the group will identify bimonthly areas in which they will review accomplishments and determine next action steps.</i></b></li> <li><b><i>• Outcomes: To ensure action steps are in place to make progress towards targets.</i></b></li> <li><b><i>• School support: Supported at SBPT and in our weekly bulletin for all staff to review and be mindful of indicators</i></b></li> <li><b><i>• Dissemination of information/Recommendations: The CET will make public its recommendations that are submitted as an addendum to the SIG 6 plan if approved by posting on the district website, sharing in Superintendent Receivership meetings, postings in the school main office and parent meeting space and in a central location available to the public at Central Office.</i></b></li> </ul> <p><b><i>Feedback opportunities: Initial solicitation of input occurred at the Public Hearing. An opportunity for stakeholders to communicate feedback will be posted on the district website to ensure that anyone not able to attend the hearing is able to have input. The CET will hold regular meetings, at least bi-monthly, in which status updates will be shared and discussed during the 6 ½ day releases with the opportunity for feedback. Parents have the opportunity to fill out a comment card available in the main office regarding any aspect of the school’s programming with responses provided by the appropriate staff member.</i></b></p> <p><b><i>Evidence/Outcomes leading to adjustments:</i></b></p>



**Adjustments include selection of Level 2 indicators. The team will be moving forward to establish goals of the team and expected outcomes based on further information received from SED, guidance from Central Office, and team input.**

**Powers of the Receiver- No significant changes since Quarter 1 reporting**

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
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	<p>A system was developed and implemented at the district level to expedite actions regarding staffing, placement and programmatic decisions. Each Receivership school presented the needs of their school based on their school’s improvement plan to a team comprised of district level administrators in early to mid-August. The charge of the administrators was to expedite decision making and actions to ensure that all needs were immediately resolved. Additionally, steps were taken to ensure that the financial and staffing timelines were reduced significantly within the Receivership schools. Weekly status meetings between Human Capital Initiatives and the Office of School Innovation occurred to ensure that staffing vacancies were filled, that any changes in staffing at Receivership schools were reviewed and approved and assurances were made that the Receivership schools had top priority in choosing the best candidates whenever possible. Specific actions taken to support #8 School are listed below:</p> <p>Staffing- Under Receivership, the school received the following additional supports:</p> <ol style="list-style-type: none"> <li>1. 0.5 counselor to marry with an existing 0.5 to make the FTE whole and provide more consistency to student support.</li> <li>2. Flexibility to interview and hire 2 new Assistant Principals (APs), 1 of which will provide support during the transition of a retiring AP.</li> </ol> <p>Central Office Support:</p> <ol style="list-style-type: none"> <li>1. Chief of School Transformation- Support includes site visits to provide direct support, modeling, and attendance/behavior/ /performance data review and complete action planning. Additional accessibility and support are via email, and phone conversations to provide resources, collegial conversation, and troubleshooting.</li> <li>2. Human Capital Initiatives- support for filling vacancies as a priority with qualified staff.</li> <li>3. OSI- Ambassador: providing technical assistance with ELT/Title I budgeting, ELT implementation, and support for development and continued work of the CET</li> <li>4. AmeriCorps: 2 Members provide ELT support breakfast, literacy, partnerships, service learning and provide student support during lunch times. Also assist in 3<sup>rd</sup> grade intervention, and support special education classrooms (primary).</li> <li>5. Office of Professional Learning/Teaching and Learning- providing instructional coaches to support embedded professional development, data analysis, instructional planning, and classroom modeling</li> </ol> <p>Office of Parent Engagement- Support through Title I Parent Involvement planning</p> <p>Evidence/Outcomes: School #8 has been successful implementing an embedded Expanded Learning program as part of the school’s Expeditionary Learning Community School Model. Adjustments are made as needed by quarter based on a continuous cycle of improvement that includes planning, implementation, review (data), and identification of midcourse corrections. At the present time, no adjustments are required. Review of data in the next quarter will identify any needed changes to the intervention plan.</p>
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The indicator is yellow to green based on the pending status of the SIG 6 Grant Application, which would provide additional resources needed to support the school's improvement plan.

**Quarter 2: This quarter the Receiver has not exercised specific Receivership powers. The school has been functioning under the approved Receivership plan, and because the SIG 6 notice did not come until late fall, there is some delay on implementation. Under Receivership, the district did front some funds for some of the service provision included in the SIG proposal, and in the beginning of the year, did invest in an additional counselor, an additional Security Officer, and an additional Assistant Principal to implement programming. While these are not receivership powers per se, they were prioritized actions based on the status.**

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 IV – Best Practices(Optional)

<b>Best Practices</b>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy 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 best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1. Clemente Cool Down Help Zone	Designated area set up for students to attend this room and discuss problem issues, and prevent further escalation in behavior resulting in ATS or OSS referrals.
2. Risky Business (ELT Groups)	Strategies being implemented and worked on with group of students in 7 <sup>th</sup> and 8 <sup>th</sup> grade to build communication and social emotional skills.
3. Service Learning (ELT Community Service)	Students participate in a variety of activities during last 1.5 hours of the day. Tasks include: teacher support in primary classrooms, creating beautiful spaces, classroom support per teacher request. Students build a sense of purpose and service to the school as a community.



4.	Walk to Intervention	Implementing targeted instruction based on data to provide focused instruction to students in order to close the student achievement gap. Using research based resources, CKLA Assessment and Remediation Guide.
5.	CASE-Full Time	As of Jan. 2016, full time CASE in building. Providing services to large SPED population housed in RC8. Connecting with families and community agencies to provide the care students need. Over 100 students receiving services outside the general education realm.
6.	Instructional Focus	Administrators are using consistent language, pushing the instructional focus to work toward improving Tier 1 instruction in our classroom.

**Part V – Attestation**

**ATTESTATION:** By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): LINDA L. CIMUSZ  
 Signature of Receiver: Linda L. Cimusz  
 Date: 2-19-16