

School Information

School Name: *Roberto Clemente School No. 8*

School BEDS Code: *261600010008*

District: *Rochester City School District*

Superintendent: *Linda Cimusz/ Barbara Deane-Williams*

School Principal: *Laurel Avery-DeToy*

Additional District Personnel Responsible for Program Oversight and Report

Validation: *Dr. Ray Giamartino, Michele Alberti-White, Cheryl Wheeler*

Grade Configuration: *Pre-K - Grade 8*

SIG/SIF/SCEP, and Cohort/Model: *SIG 6*

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

I believe our greatest challenge is the need to truly address how far behind our students enter school in both literacy and math skills. Although we are able to show growth, the reality is that we are starting much further behind the national averages. School No. 8 has two highly qualified intervention teachers. Two more intervention teachers would help address the students that are not meeting proficiency, Differentiated instruction within classrooms is helping to meet students where they are. Stronger support is needed for teachers to do this with fidelity and up to standard. The support we need to address this challenge would be a combination of activities. It starts with more quality time for teachers to meet with each other to discuss what is happening in the classroom. This allows for higher level, deeper conversations that get to the specific needs of students. An additional support would be consistent class sizes that maximize teacher interactions. Although smaller classes are not the end all, classes that are capped at 18 would benefit students who are significantly below the grade level norm.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

We had a significant decrease in our violent incidents at RC8 as measured by VADIR. After reallocating our resources to increase social-emotional supports, we have found students, families and staff much more eager to work with us collaboratively at RC8.

We are actively attempting to incorporate a restorative approach to family conferences and student behavior.

We were able to implement the Clemente Cool Down Zone (Help Zone) in December 2015. Over the course of the rest of the year, the CDZ had 1167 student visits from grades K-8. We have data which breaks this out by grade level, by month, and by special education versus general education, and are using this data to proactively plan for next year's supports. The CDZ had a 97% success rate, in that 97% of students seen in the CDZ were able to return to class as opposed to require additional administrative intervention.

The 2016-2017 school year will see an increase in Clemente Cool Down staff support allowing us to pinpoint services towards specific grade level groupings [K-4, 5-6, and 7-8]. It is our hope that this increased support will be one part of an overall social-emotional support plan which will allow administrative staff to prioritize instructional support over behavioral support in the effort to improve outcomes for all students.

We are also proud that we made a midyear adjustment to establish Walk to Intervention in all grades. This has also led us to a decision to departmentalize next year so that we can focus our efforts on delivering increasingly targeted instruction.

3. What is one practice that OISR should continue in working to support Receivership schools?

Carryover SIG funds. As a new principal (and only having 8 days to open and learn my school, I needed additional time to understand what was necessary to start moving RC8 forward.

OISR can continue to keep pressure on so that principals continue to have more autonomy over their staffing: including voluntarily displacements, blocking transfers, offering positions to teachers who have a desire to improve student achievement at a receivership school, and access to new hires. Employee Work Agreement (EWA) should be revisited, updated, and signed by ALL STAFF each year.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

We wonder whether moving toward two reporting periods a year, with internal assessment of just the metrics in between would be more effective. The process of

reflecting and reporting is quite useful; however, the writing of reports are resource intensive.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

We wonder whether OISR is positioned to play a more advisory or technical assistance role on key District practices that sometimes hinder our ability. Given that you support schools in other large districts statewide, perhaps you have insight into practices such as:

- Our cumbersome process for paying teachers hourly for expanded learning time, rather than moving to a stipend approach.
- Student placement challenges
- Effective grade configurations

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

The Superintendent did not use specific authorities during the 2015-2016 School Year, but absolutely did for the 2016-2017 School Year. The newly negotiated MOA with the teachers' union that created the Employee Work Agreement (EWA) was critically important for staffing. It was not an easy task but agendas were moved very collaboratively.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

Our school has been very transparent with all staff. They had input for our master schedule, were able to meet voluntarily during our early release meetings and were engaged in conversations to better our school for children. Staff have been building a capacity to utilize data to instruct their instruction. Protocols to analyze data during common planning time and professional learning will continue to be utilized and enhanced during the 2016-2017 school year to make informed decisions about flexible intervention groupings and instructional strategies. We have also implemented a leadership (umpire) team that consists of coaches and administrators; as well as an

administrative team. We meet weekly to continue important discussions about student progress, staff concerns, and social-emotional needs. The use of the EWA will allow administrative staff to push initiatives that have not been met with full staff buy-in. All teachers have agreed upfront that they will support the implementation of EL Practices, work the entire extended school day, and participate in common planning with their colleagues for the 2016-2017 school year. The other component has been the implementation of our walk-through tool. Staff were given a schedule in June 2016 of our walk-throughs and draft master schedules to best prepare for their summer learning. All this has been based on our DTSDE suggestions.

8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?

Yes

9. Would your district be willing to present a best practice at that conference?

Yes

10. If so, what best practice would you present?

The MOA that was negotiated with the Rochester Teachers' Union for Receivership schools as a separate group enabled each school to articulate an Employee Work Agreement (EWA), which all staff had to sign if they wanted to stay in the school. This process helped us articulate the clear expectations, such as all staff implementing the Expeditionary Learning (EL) framework; working the entire extended school day; utilizing expanded time to increase instruction through walk-to-intervention model; utilizing expanded time to increase student's participation in the arts; using partnerships to compliment academic and social/ emotional program.