

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659			
				Check which plan below applies:			
School #8 Roberto Clemente	261600010008	Rochester City School District	EL Education	SIG/SIF		SCEP	
				Cohort: SIG Cohort 6			
				Model: Community-Oriented			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane - Williams	Laurel Avery-Detoy	Sandra Simpson, Chief of Innovation and Receivership Schools Michele Alberti, Executive Director of School Innovation		PK-8	9.8% as of 10/17/16	17.6% as of 10/17/16	580 as of 10/17/16
	Appointment Date: August, 2015	Carrie Pecor, Director of Program Accountability					

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*.

School #8 is supported by a School Improvement Grant (SIG) Cohort 6, and is in Receivership- year 2. The school met eleven (11) of twelve (12) indicators in year 1 by making at least or exceeding the minimum required... The focus for SY 16-17 is on ELA in order to meet that metric in year 2. The SIG 6 grant application has provided the ability to move forward with planned school improvement as part of the school's EL Education work plan, and School #8 continues to make progress. The school has worked hard to develop a positive change in school climate from SY 15-16 in order to create a consistent learning environment aligned with the EL Education model of inquiry-based, hands on learning. The school's plan for improvement continues to be centered on these key strategies.

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 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 at least 200 additional hours of quality instruction, focused on intervention, acceleration and enrichment.

Level 1 indicators (#1, #9, #15, #33, #39, and #85), selected by the State Education Department (SED) support student academic achievement in ELA, math, and science



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

according to NYS standards. Instructional coaching provides support for teachers as they work to establish a DDI cycle of collection, analysis, and planning to meet the needs of all students. RtI Groups are now being provided to all students based on assessment data that identifies the gaps and interventions/enrichments needed by group and by student. An additional Level 1 indicator regards School Safety. Second Step curriculum is now being implemented in all grades (K-8) to address the needs of students and demonstrate progress towards this indicator. All staff has been trained in this, Therapeutic Crisis Intervention, and strategies in an on-going coaching cycle that has been established to provide social/emotional support to students.

Level 2 indicators (#11, #14, #17, #20, and #94), selected based on meetings with the School Based Planning Team (SBPT) and Community Engagement Team (CET) also address student academic achievement in ELA and math. Indicator #94 sets the goal to provide Extended Learning Time (ELT). ELT changes in SY 16-17 include the addition of TEAM (EL Education CREW) time for all students to provide an opportunity for community building, social/emotional supports, and a parent component to support student-led conferencing. Student-Led Conferences, aligned with the EL Education Work Plan will be increased in SY 16-17, one in the fall and one in the spring, based on positive feedback by all participants and the goal for students to take control of their own learning.

Community partnerships continue many organizations including Genesee Mental Health and Monroe County Mental Health that help to support work primarily focused on student social/emotional development and health. The Center for Youth services provides a Crisis Intervention Specialist as part of the school's RtI plan. The school has established a second Cool Down Zone in order to provide support by grade level (K-4; 5-8). This has been key to providing alternatives to suspension and has significantly reduced the number of long and short term suspensions. A cohesive Tier I, II, III Intervention Plan that is coordinated by the newly formed Mental Health Team is also a component of this comprehensive plan that provides support for all students. The plan details the roles and responsibilities of all stakeholders who support students, including parents, teachers, support staff, building administration, and community partners. Established expectations and rituals and routines for all students/staff continue to improve a climate conducive to education and supportive of all students and their families. Work will be grounded in Restorative Practices to ensure establishment and maintenance of the school culture.

Additional partnerships exist with St. Thomas Episcopal Church and the Rotary to support student academic achievement, and the YMCA to provide enrichment opportunities for students during and after the school day. AmeriCorps also provides support daily that permits teachers and instructional coaches to participate in common planning time. This time is used to analyze student data that includes Looking at Student Work and determine impact to instructional planning. With established positive climate and culture changes, the school will continue to focus on good first teaching during year two. Instructional priorities center on establishing a solid



Receivership Quarterly Report – 1st Quarter
July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

foundation for Walk to Intervention.

The work of improvement is discussed and monitored by the Community Engagement Team, a strong team that includes all stakeholders that meets monthly. The Parent Liaison for the school currently represents the parent constituency and has actively recruited parent participation. The CET is responsible for review of progress towards targets, SIG Continuation implementation, and review of DTSDE Review recommendations and how to best implement those recommendations.

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) or School Innovation Fund (SIF) 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.



Part I – Demonstrable Improvement Indicators

<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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
<i>Indicator #1: Priority School make yearly progress</i>		N/A	Make Progress	<ul style="list-style-type: none"> ● NWEA % of projected proficiency by grade level (no K): EL and Math ● Grades 1-6 ● AIMSWeb- grades 1-6 ● K - Brigance ● NWEA, AIMSWEB, and i-Ready grades 7-8 <p>NWEA Fall 2016 Reading (projected proficiency):</p>	<p>Student assessment results impact flexible grouping for intervention, and Tier I, II, and III instructional planning that is aligned with the expanded Walk to Intervention model for SY 16-17, for grade levels K-6.</p> <p>Reading teachers (2.0) assigned by the District provide instructional support for the school's Walk to Intervention. 1 FTE in K-2 by provides Tier II instruction, and another FTE provides Tier II intervention in the upper grades.</p> <p>As an addition to the school's portfolio of support, School #8 has entered into a grant agreement with Genesee Community Charter School and EL Education to roll out a</p>



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Level.1. percentage</th> <th>Level.2. percentage</th> <th>Level.3. percentage</th> </tr> </thead> <tbody> <tr><td>3</td><td>79.17</td><td>12.5</td><td>8.33</td></tr> <tr><td>4</td><td>78.18</td><td>21.82</td><td>0</td></tr> <tr><td>5</td><td>80.77</td><td>19.23</td><td>0</td></tr> <tr><td>6</td><td>61.11</td><td>38.89</td><td>0</td></tr> <tr><td>7</td><td>81.03</td><td>15.52</td><td>3.45</td></tr> <tr><td>8</td><td>83.33</td><td>15.15</td><td>1.52</td></tr> <tr><td>Total</td><td>78.41</td><td>19.37</td><td>2.22</td></tr> </tbody> </table> <p>NWEA Fall 2016 Math (projected proficiency):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Level.1. percentage</th> <th>Level.2. percentage</th> <th>Level.3. percentage</th> </tr> </thead> <tbody> <tr><td>3</td><td>65.31</td><td>24.49</td><td>10.2</td></tr> <tr><td>4</td><td>70.37</td><td>27.78</td><td>1.85</td></tr> <tr><td>5</td><td>81.13</td><td>15.09</td><td>3.77</td></tr> <tr><td>6</td><td>66.67</td><td>33.33</td><td>0</td></tr> <tr><td>7</td><td>98.28</td><td>1.72</td><td>0</td></tr> <tr><td>8</td><td>84.85</td><td>13.64</td><td>1.52</td></tr> <tr><td>Total</td><td>79.11</td><td>18.04</td><td>2.85</td></tr> </tbody> </table>	Grade	Level.1. percentage	Level.2. percentage	Level.3. percentage	3	79.17	12.5	8.33	4	78.18	21.82	0	5	80.77	19.23	0	6	61.11	38.89	0	7	81.03	15.52	3.45	8	83.33	15.15	1.52	Total	78.41	19.37	2.22	Grade	Level.1. percentage	Level.2. percentage	Level.3. percentage	3	65.31	24.49	10.2	4	70.37	27.78	1.85	5	81.13	15.09	3.77	6	66.67	33.33	0	7	98.28	1.72	0	8	84.85	13.64	1.52	Total	79.11	18.04	2.85	<p>foundational skills program for grades K-2. 7 out of 10 classrooms are participating at School #8, and all classrooms are participating at the Charter School. The goal of the program is to increase literacy skills for all students by incorporating a sensory integration component into the curriculum/instruction to provide support for all students’ learning styles. Curriculum pacing has been established with the support of District Content Directors. Walkthroughs and observations have been completed since September to provide instructional feedback to teachers that impacts instructional delivery.</p> <p>Data walls are in development in most classrooms as well as an administrative data wall that reviews schoolwide data. In the Google Drive, all teachers have access to student comprehensive information that includes academic and social/emotional data for each child in order to provide a basis for decisions regarding instructional and social/emotional supports for students.</p> <p>School #8 will continue to support student social/emotional health in order to remove barriers to instruction and learning. This will be accomplished by completing a comprehensive Tiered Intervention Plan that defines the role of key players including teachers, support staff,</p>
Grade	Level.1. percentage	Level.2. percentage	Level.3. percentage																																																																		
3	79.17	12.5	8.33																																																																		
4	78.18	21.82	0																																																																		
5	80.77	19.23	0																																																																		
6	61.11	38.89	0																																																																		
7	81.03	15.52	3.45																																																																		
8	83.33	15.15	1.52																																																																		
Total	78.41	19.37	2.22																																																																		
Grade	Level.1. percentage	Level.2. percentage	Level.3. percentage																																																																		
3	65.31	24.49	10.2																																																																		
4	70.37	27.78	1.85																																																																		
5	81.13	15.09	3.77																																																																		
6	66.67	33.33	0																																																																		
7	98.28	1.72	0																																																																		
8	84.85	13.64	1.52																																																																		
Total	79.11	18.04	2.85																																																																		



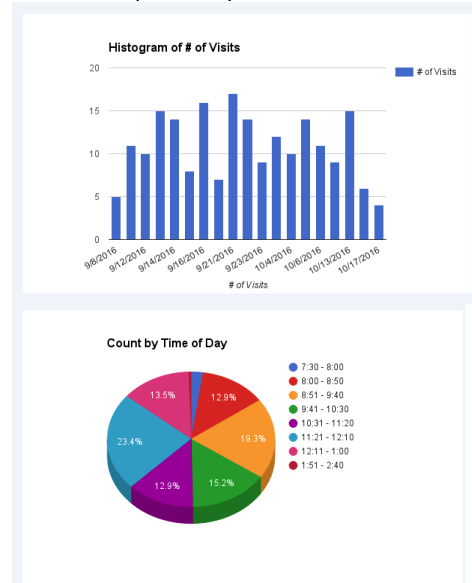
Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

					<p>administration, parents, and students. The Support Team is now established that monitors the Rtl process for all students. Data from the Student Behavior Teacher Perception Survey (Attachment A) are used to identify students who may be at the highest need of social emotional support and provide early intervention. Suspension and Incident data (included with Indicator 5) are also used to monitor progress.</p> <p>This year’s schedule, which includes 50 minutes of common planning time daily, has been established to provide professional learning opportunities regarding data and how to use it to impact instructional planning, in alignment with the EL Education Workplan (Attachment B), the underpinning of the school’s turnaround, that includes data driven instructional planning and delivery. This permits teachers to participate in a continuous data cycle that results in impact to instructional planning and delivery.</p>
<p><i>Indicator #5: School Safety</i></p>		<p>19</p>	<p>< 6 Serious Incidents or a 15% reduction = 16</p>	<p>Currently, data is being collected out of the two Cool Down Zones that include:</p> <ul style="list-style-type: none"> ● reason for referral ● length of time in Cool Down Zone ● resolution to referral reason ● repeat referrals 	<p>Suspensions to date are significantly lower than SY15-16, as indicated on the graph to the left. YTD, School #8 has reported 0 serious incidents and is on-track to meet or exceed the minimum target of a 10% reduction from the baseline above. School climate is significantly improved based on feedback from all staff and decreased instructional disruptions.</p>



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

A sample of one type of data collected is below that tracks number of visits and time-of-day by students to the Cool Down Zone to help identify trends in behavior:



The school also reviews data on student attendance, incidents and suspensions by month as indicators of success in

Improved school safety has led to increased attendance. The school’s average daily attendance is 88.4% as of 10/17/16, an increase of 1 percentage point from the overall attendance last year.

The continued support of 2.0 Social Workers has provided additional support for students with social/emotional needs. The school’s Cool Down Zones (by grade levels), provide problem-solving skills training, mediations, and an opportunity for students to participate in the resolution of incidents through dialog, student self-reflection, and identification of action steps to avoid recidivism. This proactive preventative step is now in place and occurs prior to a referral being written. The Zone is supported by staff from the Center for Youth, a community partner with Crisis Intervention Specialists. Based on implementation of the Zone, the school has seen a reduction of referrals and suspensions since the large spike in October 2015.

Changes in social/emotional supports and additional professional development in implementation of Second Steps curriculum, Therapeutic Crisis Intervention, and Restorative Practices are part of the school’s comprehensive plan for improvement and it is anticipated



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

				<p>maintaining a positive school climate.</p> <p align="center">Suspensions by Month</p> <p align="center">Incidents by Month</p>	<p>that the school will meet or exceed its targets in SY 16-17.</p>
<p><i>Indicator #9: 3-8 ELA All Students Level 2 & Above</i></p>		<p>19%</p>	<p>42% or at least a 3% increase</p>	<ul style="list-style-type: none"> ● NWEA ● AIMSweb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through 	<p>The school met the minimum required for this indicator. Work addressing this and indicator #33 will contribute to the school’s ability to meet or exceed this target.</p> <p>See indicator #33.</p>



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

				intervention-based instructional software	
<i>Indicator #15: 3-8 Math All Students Level 2 & Above</i>		15%	41% or at least a 3% increase	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>The school exceeded the minimum required for this indicator. Work addressing this and indicator #39 will contribute to the school’s ability to meet or exceed this target.</p> <p>See indicator #39.</p>
<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	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	<p>The school did not meet the required minimum for this indicator. It continues to develop Walk to Intervention by implementing a deeper data analysis and identifying impact to instructional planning during common planning time with the support of Instructional Coaches. Student gaps and opportunities for acceleration will be identified more than 3 times per year (current summative assessment schedule) and groups will be redefined based on need at least every quarter. School-wide writing prompts will continue to provide feedback regarding the needs of students in the aggregate to help support a schoolwide improvement plan in ELA.</p> <p>Professional development on data-driven instructional planning and delivery is embedded during the day and will be one focus of common planning time.</p>



Receivership Quarterly Report – 1st Quarter
July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

				<p>Expansion of blended learning opportunities to all grade levels support progress toward this target and provide individual differentiation based on student needs.</p> <p>The school continues to use the following tools to improve student performance in ELA:</p> <ul style="list-style-type: none">a. Building-based common writing assessments, grades K-6b. Intervention groups- Walk to Intervention, grades K-6c. Additional intervention supports for grades 7-8d. Reading specialists- support targeted literacy interventions for studentse. Intervention specialists- highly trained teachers to support Tier III intervention for identified students and provide data analysis support for teachersf. Expanded Learning Time model- academic support for identified studentsg. 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 at least 1 cart per grade level by December.
--	--	--	--	--



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

					<p>h. PD is aligned to the EL Learning work plan and CCLS</p> <p>i. Honors classes at grades 7-8 to support acceleration where appropriate</p>
<p><i>Indicator #39: 3-8 Math All Students Mean Growth Percentile (MGP)</i></p>		43.78	51.17 or minimum of a 1% increase for all students	<ul style="list-style-type: none"> ● NWEA ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>The school did not meet the required minimum for this indicator. It has implemented building-wide use of the RCSD Common Math Assessments. These assessments, along with data from AIMSWeb and iReady, are being used to more frequently monitor student progress, identify gaps, and impact instructional planning. Planning and delivery of effective, inquiry-based, project-based instruction will be the focus, aligned with the school’s EL Education Work Plan.</p> <p>Professional development on data-driven instructional planning and delivery is embedded during the day and will be one focus of common planning time.</p> <p>The school continues to use the following tools to improve student performance in math:</p> <ul style="list-style-type: none"> a. Blended Learning: First in Math is now available and conversations/training with teachers to present this as an option have begun; i-Ready is being used at the 7-8 grade levels to provide additional math intervention for students



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

					<ul style="list-style-type: none"> b. ELT Math support for 7-8 grade based on student needs c. PD is aligned to the EL Learning work plan and CCLS d. Algebra 1 to accelerate learning is being offered to 19 Grade 8 students
Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above-		28%	47% or minimum of a 3% increase in this group's academic performance	<ul style="list-style-type: none"> • NYS 4th and 8th grade science scores • Living Environment Report Card Grades • data provided through instructional software such as Castle Learning 	<p>The school addresses the needs of students by aligning EL Expeditions with science curriculum. For example, using the novel A Long Walk to Water (module 1), students will identify amounts of water used by the school and in their homes during the course of a day in order to determine ways to reduce use and be more ecologically responsible.</p> <p>School #8 provides 2 sections of Living Environment for 8th grade students to help accelerate their educational program. The school is investigating the use of Castle Learning, formerly known as School Island, as another blended learning opportunity for students to practice NYS Regents skills and content.</p> <p>Additionally, the school is planning the implementation of a "Science Word of the Week"- academic vocabulary selected and used by every adult interacting with students, school-wide to ensure Science and academic tier 2 and 3</p>



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

				vocabulary becomes part of everyday speech of students.
--	--	--	--	---

<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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
<i>Indicator #11: 3-8 ELA Black Students Level 2 & Above</i>		17%	37% or has a minimum of a 3% increase in the group's academic performance	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	63% of the school's student population is considered "Black or African American." This is a significant portion of the All Student Group and efforts for increases in ELA are in place in SY 16-17 for all students to make progress toward this target. See Indicator #1 and #33.
<i>Indicator #14: 3-8 ELA ED Students Level 2 & Above</i>		19%	39% or a minimum of a 3% increase in the group's academic performance	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● Common Formative Assessments ● NYS 3-8 ELA ● Common Writing Assessments ● data provided through intervention-based instructional software 	86% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the All Student Group, and efforts for increases in ELA are in place in SY 16-17 for all students to make progress toward this target. See Indicator #1 and #33.



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

<i>Indicator #17: 3-8 Math Black Students Level 2 and Above</i>		14%	34% or has a minimum of a 3% increase in the group's academic performance	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>63% of the school's student population is considered "Black or African American." This is a significant portion of the All Student Group, and efforts for increases in Math are in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicator #1 and #39.</p>
<i>Indicator #20: 3-8 Math ED Students Level 2 and Above</i>		15%	37% or has a minimum of a 3% increase in the group's academic performance	<ul style="list-style-type: none"> ● NWEA- disaggregated by subgroup ● AIMSWeb ● i-Ready- grades 7-8 ● Common Formative Assessments ● data provided through intervention-based instructional software 	<p>86% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the All Student Group, and efforts for increases in Math are or will be in place in SY 16-17 for all students to make progress toward this target.</p> <p>See Indicator #1 and #39.</p>
<i>Indicator #94: Providing 200 Hours of Extended Day</i>		N/A	Provide 200 hours of ELT	<ul style="list-style-type: none"> ● Student Choice Survey-for Expeditions completed as part of the students' ELT placements ● Staff/Student/Parent Satisfaction Survey ● ELT providers surveys 	<p>The Extended Day schedule at the school (7:30-3:00 daily) provides more than 175 hours of additional instructional support and enrichment for students during the school day. Combined with after school and summer programming, students will receive at least 200 additional hours of Expanded Learning Time.</p>



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

				<p>Based on survey feedback and analysis of social emotional and academic data, the school has created a master schedule for SY 16-17 that includes a change of hours from 7:30-3:00. This schedule allows RC8 staff to provide Expanded Learning Time to their own students and more opportunities for enrichment and learning in a sustainable model.</p> <p>Work of the Expanded Learning Resource Coordinator along with the administrative team has created a more focused, quality ELT program with sections based on student/staff input and student need. As a first priority, students now receive 50 minutes of intervention or enrichment daily based on needs. Students also receive an increase of 50-75 minutes of Arts and Physical Education Instruction per week by certified arts and physical education teachers (music, art, physical education). ELT opportunities include acceleration for 8th grade students in Algebra, Living Environment, and Spanish. All students receive a 25 minute daily recess to allow for</p>
--	--	--	--	---



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

					<p>structured, supervised play and interactions with their peers and continue to develop the community feel. TEAM time has now been implemented throughout the entire school, providing students with 50 minutes of social and emotional learning through community building work that re-emphasizes the community aspect the school is in the process of developing. Through the addition of schedule TEAM time, increased Arts and PE, and scheduled recess, students are being provided more focused higher quality enrichment activities that support social, emotional and physical well-being as well as provide academic interventions.</p>	
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>		Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<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

Key Strategies
 Identify and analyze the implementation of all key strategies used this reporting period that are not described above, but are part of the approved SCEP, SIG or SIF plan.



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

Identify key strategy.		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Implementation of a strong, sustainable Expeditionary Learning Community School Model that involves all stakeholders.		<p>The 2016-17 EL Education Work Plan (Attachment B) has been reviewed and approved by the Community Engagement Team and the School Based Planning Team. It is the basis of the school's improvement plan and is aligned to the NYS-approved SIG continuation plan.</p> <p>Key components of EL Workplan include:</p> <p>Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement: A Growth Mindset: The school community believes and communicates that all students are capable of high academic achievement.</p> <p>Building a Community of Learning: The foundation of a successful Expeditionary Learning school is a community that brings out the best in students and staff.</p> <p>Fostering a School Vision & Strategy: A cohesive, clear vision for teaching and learning aligns all aspects of an Expeditionary Learning school-curriculum, instruction, assessment, culture and character, and leadership-to student learning. Both students and teachers are fully engaged, working together toward a common vision.</p> <p>School leadership actions to support component implementation include:</p> <ul style="list-style-type: none"> ● Building administrators have an active role in common planning time and provide weekly updates to the leadership team. ● Building administrators consistently incorporate feedback on EL Education best practices including classroom management, active and effective use of



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

- learning targets, protocols, and TEAM Time during the supervisory process.
- Feedback from grade-level professional learning meeting time will indicate teachers are effectively collaborating with peers on EL implementation and will share best practices and collegial feedback to improve their EL practices.

Work this quarter centers around 5 key targets for teachers, identified in the EL Education Work Plan. These “I can” statements are:

1. I can directly instruct, model, and refer to the four Habits of Work and Learning (HOWLs) on a daily basis.
2. I can consistently implement high-quality and effective TEAM meetings.
3. I can establish a daily HOWLs learning target that is aligned with the lesson.
4. I can frame and address issues related to student discipline constructively and restoratively.
5. I can administer common writing assessments every quarter and collaboratively analyze data to identify patterns, establish goals, and inform lesson planning.

The school has identified through walkthroughs, informal and formal observations that these key targets are not universally observed so they are the key focus in SY 16-17 in order for the school to meet or exceed its target goals...

Walkthrough Data: (led by building leadership) Data is in the process of being collected; foci for walkthroughs are calendarized and aligned to the Danielson rubric by domain and element, and in alignment with the EL Education Work Plan, Foci have been made public to staff so they understand expectations aligned with instructional goals. (See Attachment G). Data is collected using Google Forms, so can easily be manipulated to drill down to individual data or identify trends in the aggregate.



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

			<p>Immediate, actionable feedback is provided to teachers following walkthroughs. Analysis of data collected began the week of 10/17 and results will be shared once complete.</p> <p>Learning Walk Data: (led by teachers and includes CET team); Data collection has begun will be analyzed. Data observed is collected in the “Learning Walk Notecatcher”(Attachment C) and immediate feedback (Attachment D) is provided to staff. Feedback and data will determine next steps needed for professional development.</p> <p>Additionally, EL Education will complete a mid-year report that will provide additional input for planning and implementation of school improvement. The report will provide feedback that identifies that the Building Leader exhibits an investment in the EL Education Model based on seeking information, positive energy, alignment of resources and a strong partnership collaboration with a focus now on instruction vs. building management.</p> <p>Community School Model work continues with:</p> <ul style="list-style-type: none">● One goal is to develop wrap-around services for all students: YMCA, Hillside Work Scholarship, Genesee Mental Health, SMILE Mobile and other community partners are participating to support this goal.● Utilization of the gym- for community events i.e. (Kids Basketball Association) (KBA), a community basketball league that includes students in grades 4-6. Additionally, the modified sports program also makes use of the space.● HealthiKids- provides playworks recess training for playground monitors, and
--	--	--	--



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

			<p>supplies and materials for students and their families to support a healthy living lifestyles.</p> <ul style="list-style-type: none">● Curbside Traveling Market-to provide healthy nutrition for families.● Classes for families such as nutrition, social/emotional support, based on parent survey and family/student needs, planned as part of the school's Parent Involvement Plan. <p>Partnerships are established that continue to support the mission and vision of the school include:</p> <ol style="list-style-type: none">1. <i>EL Education-lead partner</i>2. <i>The YMCA (an after-school partner in SY 16-17)</i>3. <i>Center for Youth</i>4. <i>The Rochester Rotary</i>5. <i>St. Thomas Episcopal Church</i>6. <i>AmeriCorps</i>7. <i>The Rochester Police Department- participate in CET team meetings and attend family events</i>8. <i>Hillside Work Scholarship</i>9. <i>The SMILE Mobile</i>10. <i>FACT- Families (DHS) and Children Together- a referral resource</i>11. <i>Genesee Mental Health- a referral resource</i>12. <i>Genesee Community Charter School- partner through EL Education partnership will focus on K-2 curriculum for SY 16-17 in reading and writing, with kinesthetic response</i>
--	--	--	--



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

			<p>13. <i>Black Physicians Network- This partner adopts students and provides resources for high-risk African American students.</i></p> <p>14. <i>Kids Basketball Association</i></p> <p>15. <i>HealthiKids</i></p>
2.	<p><i>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.</i></p>		<p>Based on DTSDE recommendations, the school, with collaboration and approval from the School-Based Planning Team and the Community Engagement Team, has identified five key components to a quality lesson plan: learning targets, rubrics, criteria lists, student-centered instruction with differentiation and protocols. Additionally, school and teacher leaders have established agreed-upon norms for rituals and routines as well as five instructional strategies aligned with Common Core instruction. These have been embedded in the walkthrough tool and the “Learning Walk Notecatcher.” Impact of implementation will be reviewed during walkthroughs and observations during SY 16-17. Data collected will provide insight as to how to provide professional development to support quality lesson planning and delivery of instruction.</p> <p>Protocols for analysis of student performance data will be implemented consistently during common planning time with support from Instructional Coaches. The goal is to identify next steps regarding instructional planning for groups and individual students.</p> <p>The school has identified the need to provide deeper professional development in the following areas based on the EL Education Mid-Year Review and DTSDE recommendations.</p> <ul style="list-style-type: none"> ● Quality Questions ● Effective Learning Targets



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

			<ul style="list-style-type: none"> ● Data Driven Instruction ● Classroom Management ● Engagement <p>Alignment with the five key components of a lesson plan identified above will help teachers practice what they are learning in professional learning opportunities. These are offered in a two-week learning cycle that provides 100 minutes of professional development surrounding data analysis as well as 100 minutes of professional development around EL practices, including the areas mentioned above. Additionally, staff uses a common text - EL’s “Management in the Active Classroom”, as a resource for implementation of their professional learning.</p>
3.	<p><i>Implement Expanded Learning Time to deliver an additional 200-300 hours of instruction, focused on intervention, acceleration and enrichment.</i></p>		<p>School scheduling for SY 16-17 embeds Expanded Learning Time (ELT) in order to focus on the literacy and math needs of students by teacher, by student. The schedule will also provide for an AM and PM TEAM Time for classrooms to debrief about learning and build the community within the classroom and school-wide through relationships between adults and students and provide SEDH supports for all, both at the start and end of the day. TEAM Time is aligned to EL Protocols, and the EL Work Plan</p> <p>ELT provides a modified schedule that provides 7.5 hours per day, and includes the opportunity for after-school programming with the YMCA. This will provide students at least 200 additional hours of intervention, enrichment, and acceleration when combined with summer programming.</p> <p>See Key Indicator #94 above.</p>



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	---	------------	---

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
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.	
Status (R/Y/G)	Analysis/Report Out
	<p>The Community Engagement Team (CET) continues to consist of representatives of school staff, leadership, and community based organizations. The school has seen a decline in parent participation and the school’s Parent Liaison continues to provide representation for this. The school acknowledges the need to recruit more parents to participate and this is a goal for SY 16-17. For this reason, the school continues to rate its status as “yellow.”</p> <p>The CET takes responsibility for reviewing quarterly reporting through SIG and EL Education Reviews. It develops recommendations regarding implementation of the school receivership and progress towards targets. The CET reports out to the School Based Planning Team (SBPT) and shares all information on the shared Google Drive for all staff. The CET has identified a need to disseminate this information monthly to parents in a more consistent manner and create a mechanism for parent feedback. They have begun to do this through parent surveys of effectiveness following events such as student-led conferences in order to improve the event and meet the needs of students and their families. The CET has established its goals as:</p> <ol style="list-style-type: none"> a. 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.



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

- b. progress monitoring measurable outcomes to ensure action steps are in place to make progress towards targets.
- c. dissemination of information/recommendations and feedback opportunities: 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.

The members of the CET participate in learning walks and school traditions in order to better understand the EL Education culture and provide actionable feedback based on participation. Learning Walks are intended to be non-evaluative observations of classroom practice with a specific pre-established focus based on the EL Education work plan. Staff observed receives immediate feedback and once all information is gathered, it is disseminated to all staff and used to determine Professional Development needs as related to the school’s Professional Development Plan.

Information is disseminated to all stakeholders through Google Docs, the school’s website, Facebook, ROBO calls and “Monday Musings”. The school is also piloting the RCSD “Link” - the parent application that is connected to PowerTeacher Gradebook and attendance to send timely notifications to parents and promote two-way communication.

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.

Status
(R/Y/G)

Analysis/Report Out

The most significant use of the Receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract with the teachers’ union which allowed each school in receivership to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed (known as the Election Work Agreement, or EWA) (Attachment F). Furthermore, when a new Superintendent was appointed in August, a position was created that is devoted to the oversight of receivership schools (Chief of Innovation and Receivership Schools). Roberto Clemente School #8 expects to be able to utilize the EWA process at the end of the 16-17 school year in order to retain staff committed to EL Education and arts integration as a component of the EL Education work plan.



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

	The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.		
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 – Instructional Technology Plan

Instructional Technology Plan			
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.			
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school		Presently, the school has 1:3 technology (Chromebooks) in Grades 3-6. Grades K-2 have iPads and desktop computers inside of classrooms. Grades 7-8 have laptop carts and the use of two computer labs. With the pending technology grant, 1:3 technology (Chromebooks) will be extended into Grades 7-8 and potentially other grades as well.
2.	Use of technology in the classroom		As stated above, Chromebooks, Laptops, Desktops and iPads are accessible throughout the building. SMARTBoards and Document Cameras are utilized in every classroom. Instructional software is used as an intervention tool in small groups and whole class. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities.



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

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

<u>Budget Analysis</u>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 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 for QR#2.
Expenditures in Code 15- Professional Salaries include: <ol style="list-style-type: none"> 1. 2.0 Intervention Teachers 2. An increase of partial FTEs to avoid the issue of itinerant teachers, provide additional support for Expanded Learning Time (ELT) that includes expanded access to art/music, non-mandated social/emotional support using the District’s program/CREW that embraces Restorative Practices Initiative, and health 		1. Data collection is in progress; details will be reported in the next quarterly report. 2/3.ELT impact- school culture has shifted positively; the entire staff is present for the entire day. Community partners are supports, rather than lead providers of ELT. Teachers have 50-100 minutes daily of common planning at their grade level. RC8 has increased delivery of arts instruction from certified arts teachers, allowing opportunities for students to participate in expeditions in all aspects. Social/Emotional support impact-as of October 1, 2015, there were 74 in-school or out-of-school suspensions. As of 10/11/2016, this number has reduced to 6. Staff and supports through the Center for youth “Cool Down Zone” has provided the social/emotional supports needed to keep students from suspension.



Receivership Quarterly Report – 1st Quarter

July 1, 2016 - October 30, 2016

(As required under Section 211-f(11) of NYS Ed. Law)

<p>sections focused on student social/emotional well-being.</p> <ol style="list-style-type: none"> 3. Teacher hourly pay for ELT that provides ELT sections taught by all teachers. 4. Teacher hourly pay for curriculum alignment with CCLS and EL Education Expeditions 		<p>4. Second Step social/emotional curriculum has been implemented K-8 with support from the SEL coach. TCIS training (Therapeutic Crisis Intervention in Schools) has been provided. 90% of School #8 staff has received PD from EL Education in foundational learning and best practices first teaching practices.</p>
<p>Expenditures in Code 16, support staff salaries include:</p> <ol style="list-style-type: none"> 1. 1.0 SSO to provide support to 7-8 grade academy, trained in Restorative Practices and TCIS 2. 2.0 enrichment paraprofessionals to support ELT implementation 3. Extra Hourly Pay to support ELT: Paraprofessionals, clerical, SSO, parent liaison 		<ol style="list-style-type: none"> 1. Pending permanent hiring, these positions are currently filled by substitutes: 1.0 SSO and 2.0 Paraprofessionals to support 7-8 grade and ELT. 2. Hiring for these position is in process. 3. Allows for consistency in delivery of overall instruction and implementation of ELT.
<p>Expenditures in Code 40, contracted services with lead and community partners include :</p> <ol style="list-style-type: none"> 1. Contracted Services: Center for Youth 2. Contracted Services EL Education 		<ol style="list-style-type: none"> 1. Help Zone, Cool Zone drill down data by student; by date, by time of day, by grade, by teacher, 3 CFY Crisis Intervention Specialists; dedicated to grade levels, resulting in a significant decrease in suspensions and serious incidents as compared to SY1516. 2. EL Workplan driving school turnaround, professional development in instructional strategies used schoolwide to allow for consistent first instruction, supporting 2 student-led conferencing days, 2 expeditions, and the partnership with Genesee Community Charter School.
<p>Expenditures in Code 45, materials/supplies include:</p> <ol style="list-style-type: none"> 1. Materials/supplies to support for ELT and EL Education Expeditions. 		<ol style="list-style-type: none"> 1. Ensures access to appropriate materials/supplies to support ELT and EL Education Expeditions that align with school goals. 2. Kickoffs for expeditions with experts, town hall meetings (consistent with EL practices),



Receivership Quarterly Report – 1st Quarter
 July 1, 2016 - October 30, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

2. Improvement of the stage area including the sound system and lighting used during exhibition presentations throughout the year (pre-approved by NYSED) 3. Online blended learning site licenses for Language Live!		concerts and performances to showcase learning in the arts, use space for instruction of band, orchestra and chorus, family engagement events. 3. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities.
Code 46, Travel includes providing professional learning for administrators and teachers to attend and to EL Education Learning Forums.		Attendance at Learning Forums has provided school leadership with an understanding of EL framework, resulting in creation of a walkthrough and learning walk document and promoting weekly walkthroughs with targeted foci; has also provided support for implementation of the EL Work Plan with fidelity, an opportunity to turnkey train all staff to ensure for transparency of expectation and school-wide goals and foci.
Code 49 include nursing costs to support ELT		Ensures consistency in delivery of services throughout the school day.

Part VI: Best Practices (Optional)

<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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.</p>	
List the best practice currently being implemented in the school.	Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication




Receivership Quarterly Report – 1st Quarter
July 1, 2016 - October 30, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

		in other schools.
1.	Clemente Cool Down Help Zone	Two designated areas (K-4 & 5-8) are established for students to attend and discuss problem issues, and to prevent further escalation in behavior that has potential to result in ATS or OSS referrals. Each room is staffed by a Center for Youth Behavior Prevention Specialist.
2.	TEAM	Students receive 50 minutes of TEAM time daily, staffed by two School No. 8 staff members in each homeroom. TEAM provides students and staff an opportunity to develop a family-type culture within each homeroom, enhancing the school's culture and climate as a whole. During Q1, students participated in 7 full day TEAM days, to establish school-wide routines, reinforce expectations, and prepare for student-led conferences.
3.	Common Planning Time	All classroom teachers have two 50 minute periods per day that align with their grade-level colleagues. This has increased teacher collaboration, and allowed for 100 minutes per week of embedded professional learning, inclusive of special area teachers.




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): Barbara Deane-Williams
Signature of Receiver:  *BDW*
Date: 11/7/16

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Loren Montrillo
Signature of CET Representative: 
Date: 10.27.16