Final Report: *January 31, 2019 to April 20, 2019* and **Continuation Plan for the 2019-20 School Year**

School	School BEDS Code	District	SIG Model and Cohort	Required EPO (Restart, Innovation and Reform Framework)	
RISE Community School #106	2616000100106	Rochester City School District			
School Principal		Superintendent (EPO)	Grade Configuration	Total Enrollment	% ELL	% SWD
Name	Date of Appointment	Daniel Lowengard	PreK-6	353	6.7%	22.3%
Christine Caluorie-Poles	*If new, attach resume.					
District Person Responsible for Program Oversight and Report Validation	**Implementation Status of the School as Rated by the District**	**Brief Analysis of Rating of Implementation Status**				
Name and Contact Information	(Red/Yellow/Green)	**Implementation of Identified Curriculum**				
Michele Alberti Executive Director of School Innovation Michele.alberti@rcsdk12.org 585-262-8324	G	The focus of the 2018-2019 school year has been around identified instructional priorities in the area of Reading, Writing and Mathematics for all classrooms Grades K-6. The instructional priorities are as follows: **Reading:** K-6 classrooms will establish the Reading Workshop model that includes the following elements: · Workshop format (mini-lesson, work period, closing) · Lucy Calkins mini lessons including connection, teaching point, active engagement, and link · Flexible grouping based on triangulated data and progress monitoring **Writing:** K-6 classrooms will establish the Writing Workshop model that includes the following elements:				

		· Workshop format (mini-lesson, work period, closing) · Lucy Calkins mini lessons including connection, teaching point, active engagement, and link Skill based strategy groupings · Looking at student work using Writing Learning Progressions K-6 **Mathematics:** K-6 classrooms will establish a 50/50 Model that includes the following elements: · Backwards planning using curriculum guidance documents · Utilizing a technology and direct differentiated instruction · Small groups based on triangulated data · 20 minutes of whole group instruction for fluency, skill building, spiraled review, and math accountable talk · Analyzing student work to provide feedback · Flex days to provide interventions or acceleration **Building the Capacity of Teachers: Literacy** All classroom teachers have daily Common Planning Time (CPT), which aligns with above priorities. In the area of literacy, two consultants (a consultant for K-2 and a consultant for 3-6) have provided additional support from the Teachers College Reading and Writing Program. The format for each support day has been modeling and coaching from the consultant as well as a debrief with all teachers in grades K-6. Trends in the area of reading include the following: ● Variation in the amount of time for the mini lesson ● Teaching Point is more about "teaching the book" rather than "teaching the reader" (strategy/skill) ● Inconsistent established student partnerships for "turn and talk" **Major Takeaways / Next Steps:** ● Provide more PD around the intent of the Teaching Point (focus on the reading strategy/skill) ● Prepare and deliver a daily 10 minute mini lesson ● Mini Lesson is "teacher led" ● Established student partnerships at the carpet for "turn and talk" ● Coaching cycle with 3 identified teachers to develop "demonstration classrooms." (1 of the classroom teachers is a teacher of students with autism).

Building the Capacity of Teachers: Mathematics

During Common Planning Time (CPT), teachers continue to receive training around the Zearn curriculum/lessons, grade level learning outcomes and progress monitoring. Next steps include additional training and coaching around the following:

- the structure of the math block (80 minutes) and the 50/50 model
- unpacking Zearn "missions" and lesson planning for small group time
- analyzing data from progress monitoring tool
- group scoring and analyzing data from the common formative assessment
- regrouping students for small groups based on data analysis
- whole group instruction for fluency, skill building, spiraled review, and math accountable talk

Engagement in Data Driven Practices

The Leadership Team and the Instructional Coaches have worked to build a K-6 dashboard that includes the following data:

● NYS 3-6 data ● NWEA	● Progress Monitoring ● Triangulated Data charts	● Fountas and Pinnell Reading Levels	Common Formative Assessments

Two professional development days as well as common planning time have been used to train teachers in the following:

- administering and analyzing a "running reading record"
- using the F&P Learning Continuum as a resource for small group instruction and intervention
- the use of the data dashboard.

Next Steps

- Common Planning Time will include 2 "data dives" per month

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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.

Attention: The document is intended to be completed by the Superintendent of Schools and/or designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to the School Improvement Grant (SIG) 1003(g), and as such should not be considered a formal evaluation by the New York State Education Department. This document serves as the Progress Review Report for Non- Receivership schools (*not* Persistently Struggling or Struggling schools), and as the 2019-20 Continuation Plan for Non-Receivership schools. All responses provided under the *"2019-20 School Year Continuation Plan"* heading should directly align with or be adaptations to the approved SIG plan. ==*Note:* Schools that will no longer receive SIG funds during the 2019-20 school year should== ==*NOT* complete the Continuation Plan portion of this form.==

Directions - District and school staff should respond to the *Analysis/Report Out* sections by both analyzing and summarizing the key strategies used during this reporting period in light of their realized level of implementation and their impact on student learning outcomes. *2019-20 Continuation Plan* sections provide staff with an opportunity to describe proposed actions and adaptations to the original SIG plan. The Continuation Plan is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year, in a manner that represents continuous and comprehensive planning. Staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

1. **METRICS**

Academic Achievement - Please respond to each component of each prompt. If necessary, attach samples of data collection that are referenced in the response. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.	
Key Questions/Prompts	2018-19 Analysis / Report Out
Disaggregate student assessment data in core content areas to identify performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).	The charts below contain data that has been disaggregated by content area, by grade level and by sub-groups (ie: SWD's and ELL's). ## ELA K-2 **Projection Proficiencies were calculated based on current (April) progress monitoring RRR Instructional levels in RISE data-dashboard.** **MOY=Middle of the Year** **BOY=Beginning of Year**

Kindergarten MOY 2018 - April 2019 Comparison							
November Benchmarks	MOY ALL	MOY ELL	MOY IEP W/I POD	April Benchmarks	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency IEP W/I POD
Far Below (Pre A)	25 (53%)	2	2	Far Below (A≤)	29 (62%)	2 (100%)	2 (67%)
Below (A)	6 (13%)	0	1	Below (B)	14 (30%)	0 (0%)	1 (33%)
On Grade Level (B)	15 (32%)	0	0	On Grade Level (C)	4 (8%)	0 (0%)	0 (0%)
Above Grade Level (>B)	1 (2%)	0	0	Above Grade Level (>C)	0 (0%)	0 (0%)	0 (0%)

*K does NOT have a BOY. Their measures start in November as many students come in assessing at PreA.

Needs Improvement Trends
- 92% of Kindergarteners are projected to be "far below" or "below" grade level
- ELL students in Kindergarten are NOT on track to demonstrate proficiency
- Students with an IEP W/I POD are projected to be "below" or "far below" grade level

1st Grade BOY 2018 - April 2019 Comparison									
BOY Benchmarks	BOY ALL	BOY ELL	BOY ASD	BOY IEP W/I POD	April Benchmarks	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency ASD	Projected Proficiency IEP W/I POD
Far Below (≤B)	35 (73%)	7 (100%)	5 (83%)	NA	Far Below (E≤)	20 (43%)	4 (57%)	3 (50%)	1 (100%)
Below (C)	8 (17%)	0 (0%)	0 (0%)	NA	Below (F,G)	14 (30%)	3 (43%)	0 (0%)	0 (0%)
On Grade Level (D,E)	5 (10%)	0 (0%)	1 (17%)	NA	On Grade Level (H, I, J, K)	11 (23%)	0 (0%)	2 (33%)	0 (0%)
Above Grade Level (>E)	0 (0%)	0 (0%)	0 (0%)	NA	Above Grade Level (>K)	2 (4%)	0 (0%)	1 (17%)	0 (0%)

*1st Grade student was classified mid-year.

Positive Data Trends

- BOY ALL on or above grade level compared to Projected Proficiency ALL went up 17% points
- 3/5 students in the ASD class are projected to be "on" or "above" grade level by the end of the school year
- 3/7 ELL students have moved from "far below" to "below"

Needs Improvement Trends

- Need to move 14 (30%) students
  from PP "below" grade level to "on grade level or above"
- Need to move 20 (43%) students from PP "far below" grade level to "on grade level" or "above"

2nd Grade BOY 2018 - April 2019 Comparison									
BOY Benchmarks	**BOY ALL**	**BOY ELL**	**BOY ASD**	**BOY IEP W/I POD**	**April Benchmarks**	**Projected Proficiency ALL**	**Projected Proficiency ELL**	**Projected Proficiency ASD**	**Projected Proficiency IEP W/I POD**
Far Below ($\leq$F)	30 (71%)	2 (100%)	6 (100%)	2 (67%)	Far Below ($\leq$I)	18 (43%)	2 (100%)	6 (100%)	1 (33.3%)
Below (G,H)	3 (7%)	0 (0%)	0 (0%)	0 (0%)	Below (J,K)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
On Grade Level (I,J,K)	8 (19%)	0 (0%)	0 (0%)	1 (33%)	On Grade Level (L,M)	14 (33%)	0 (0%)	0 (0%)	1 (33.3%)
Above Grade Level (>K)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	Above Grade Level (>M)	9 (22%)	0 (0%)	0 (0%)	1(33.3%)

Positive Data Trends

- BOY ALL "on or above" grade level compared to Projected Proficiency ALL went up 34% points
- 2 out of 3 students with IEPs are on target to demonstrate "on or above" grade level proficiency

Needs Improvement Trends

- ELL students in 2nd Grade are NOT on track to demonstrate proficiency
- ASD students in 2nd grade are NOT on track to demonstrate proficiency

ELA 3-6

*Projection Proficiencies were calculated based on progress monitoring RRR Instructional levels in RISE data-dashboard, NWEA Linking Study, Teacher Input Based on Classroom Assessments and Writing.
BOY=Beginning of Year

3rd Grade BOY 2018 - April 2019 Comparison									
BOY Triangulation	BOY ALL	BOY ELL	BOY ASD	BOY IEP W/I POD	April Triangulation	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency ASD	Projected Proficiency IEP W/I POD
Level 1	28 (87.5%)	3 (100%)	3 (100%)	3 (100%)	Level 1	28 (85%)	2(67%)*	3 (100%)	4 (100%)*
Level 2	4 (12.5%)	0 (0%)	0 (0%)	0 (0%)	Level 2	2 (6%)	1 (33%)	0 (0%)	0 (0%)
Level 3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	Level 3	3 (9%)	0 (0%)	0 (0%)	0 (0%)
Level 4	2 (6%)	0 (0%)	0 (0%)	0 (0%)	Level 4	0 (0%)	0 (0%)	0 (0%)	0 (0%)

*We have one student that is ELL/IEP in POD

Positive Data Trends
- BOY ALL "on or above" grade level compared to Projected Proficiency ALL went up 3% points
- 1 out of 3 ELL students are on target to move from Level 1 to Level 2
- 2 students moved from Level 2 to Level 3

Needs Improvement Trends
- To maintain our goal of 20% proficient, we need to move 11% (3 or 4 students) from Level 2 to Level 3.
- Classified students in POD in 3rd Grade are NOT on track to demonstrate proficiency
- ASD students in 3rd grade are NOT on track to demonstrate proficiency
- ELL students in 3rd grade are NOT on track to demonstrate proficiency
- 1 student moved from Level 4 to Level 3

4th Grade BOY 2018 - April 2019 Comparison									
BOY Triangulation	BOY ALL	BOY ELL	BOY ASD	BOY IEP W/I POD	April Triangulation	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency ASD	Projected Proficiency IEP W/I POD
Level 1	43 (81%)	2 (50%)	9 (82%)	5 (100%)	Level 1	36 (66%)	1 (25%)**	10 (83%)**	3 (50%)
Level 2	6 (11%)	2 (50%)	0 (0%)	0 (0%)	Level 2	11 (20%)	1 (25%)	1 (8%)	3 (50%)
Level 3	2 (4%)	0 (0%)	0 (0%)	0 (0%)	Level 3	9 (16%)	2 (50%)	1 (8%)	0 (0%)
Level 4	2 (4%)	0 (0%)	2 (18%)	0 (0%)	Level 4	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**(We have one student that is ASD and ELL)

Positive Data Trends

- BOY ALL Level 3 or Level 4 compared to Projected Proficiency ALL went up 8% points
- 3 out of 5 students with IEPs are on target to move from Level 1 to Level 2 grade level proficiency
- 1 out of 4 ELL students are on target to move from Level 1 to Level 2.
- 2 out of 4 ELL students are on target to move from Level 2 to Level 3.

Needs Improvement Trends

- To maintain our goal of 20% proficient, we need to move 4% (1 or 2) from Level 2 to Level 3.
- 2 students are projected to decrease from a Level 4 to a Level 3.
- ASD students in 4th grade are projected to decrease in proficiency levels.

5th Grade BOY 2018 - April 2019 Comparison									
BOY Triangulation	BOY ALL	BOY ELL	BOY ASD	BOY IEP W/I POD	April Triangulation	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency ASD	Projected Proficiency IEP W/I POD
Level 1	33(61%)	4 (100%)	11 (79%)	2 (100%)	Level 1	31 (60%)	2 (100%)	9 (64%)***	1 (50%)
Level 2	17 (31%)	0 (0%)	2 (14%)	0 (0%)	Level 2	14 (27%)	0 (0%)	3 (21%)	1 (50%)
Level 3	1 (2%)	0 (0%)	1 (7%)	0 (0%)	Level 3	5 (10%)	0 (0%)	2 (14%)	0 (0%)
Level 4	3 (6%)	0 (0%)	0 (0%)	0 (0%)	Level 4	2 (3%)	0 (0%)	0 (0%)	0 (0%)

***(We have one student that is ASD and ELL)

Positive Data Trends

- BOY ALL Level 3 or Level 4 compared to Projected Proficiency ALL went up 7% points

- 1 out of 2 students with IEPs are on target to move from Level 1 to Level 2 grade level proficiency
- 2/14 ASD students are projected to move from Level 1 to Level 2. 1/14 ASD students are projected to move from Level 2 to Level 3.

Needs Improvement Trends
- To maintain our goal of 20% proficient, we need to move 7% (3 to 4 students) from Level 2 to Level 3.
- ELL students in 5th Grade are NOT on track to demonstrate proficiency

6th Grade BOY 2018 - April 2019 Comparison									
BOY Triangulation	BOY ALL	BOY ELL	BOY ASD	BOY IEP W/I POD	April Triangulation	Projected Proficiency ALL	Projected Proficiency ELL	Projected Proficiency ASD	Projected Proficiency IEP W/I POD
Level 1	38 (83%)	4 (100%)	13(100%)	2(100%)	Level 1	20 (47%)	3 (75%)****	11 (85%)****	4 (100%)
Level 2	6 (13%)	0 (0%	0 (0%	0 (0%	Level 2	18 (42%)	1 (25%)	2 (15%)	0 (0%)
Level 3	1 (2%)	0 (0%)	0 (0%)	0 (0%)	Level 3	3 (7%)	0 (0%)	0 (0%)	0 (0%)
Level 4	1 (2%)	0 (0%)	0 (0%)	0 (0%)	Level 4	2 (4%)	0 (0%)	0 (0%)	0 (0%)

****(We have two students that are ASD and ELL)
- Two additional students have been classified

Positive Data Trends
- BOY ALL Level 3 or Level 4 compared to Projected Proficiency ALL went up 7%
- 1 out of 4 ELL students is projected to move from Level 1 to Level 2.
- 2 out of 13 students with ASD is projected to move from Level 1 to Level 2.

Needs Improvement Trends
- To maintain our goal of 20% proficient, we need to move 9% (3 to 4 students) from Level 2 to Level 3.
- IEP students in 6th Grade are NOT on track to demonstrate proficiency

MATH

3rd Grade Spring 2019 Math Projections				
	Projections	Projections	Projections	Projections

	Proficiency ALL	Proficiency ELL	Proficiency ASD	Proficiency IEP W/I POD
Level 1	15 (45%)	2(67%)*	2 (67%)	4 (100%)*
Level 2	12 (36%)	1 (33%)	1 (33%)	0 (0%)
Level 3	5 (15%)	0 (0%)	0 (0%)	0 (0%)
Level 4	1 (3%)	0 (0%)	0 (0%)	0 (0%)

* (1 student is ELL with an IEP)

4th Grade 2018 NYS Test -Spring 2019 NYS Test Projections

	Past NYS Scores ALL	Past NYS Scores ELL	Past NYS Scores ASD	Past NYS Scores IEP W/I POD		Projections Proficiency ALL	Projections Proficiency ELL	Projections Proficiency ASD	Projections Proficiency IEP W/I POD
Level 1	36 (71%)	2 (50%)	10 (83%)	6 (100%)	Level 1	15 (45%)	2(67%)*	2 (67%)	4 (100%)*
Level 2	7 (14%)	1 (25%)	0 (0%)	0 (0%)	Level 2	12 (36%)	1 (33%)	1 (33%)	0 (0%)
Level 3	7 (14%)	1 (25%)	1 (8%)	0 (0%)	Level 3	5 (15%)	0 (0%)	0 (0%)	0 (0%)
Level 4	1 (2%)	0 (0%)	1 (8%)	0 (0%)	Level 4	1 (3%)	0 (0%)	0 (0%)	0 (0%)

**(We have one student that is ASD and ELL)

5th Grade 2018 NYS Test -Spring 2019 NYS Test Projections

	Past NYS Scores ALL	Past NYS Scores ELL	Past NYS Scores ASD	Past NYS Scores IEP W/I POD		Projections Proficiency ALL	Projections Proficiency ELL	Projections Proficiency ASD	Projections Proficiency IEP W/I POD

	Past NYS Scores ALL	Past NYS Scores ELL	Past NYS Scores ASD	Past NYS Scores IEP W/I POD		Projections Proficiency ALL	Projections Proficiency ELL	Projections Proficiency ASD	Projections Proficiency IEP W/I POD
Level 1	37 (76%)	2 (50%)	12 (86%)	2 (100%)	Level 1	30 (56%)	1 (75%)	9 (64%)***	2 (100%)
Level 2	9 (18%)	2 (50%)	1 (7%)	0 (0%)	Level 2	18 (34%)	2 (25%)	4 (21%)	0 (0%)
Level 3	1 (2%)	0 (0%)	0 (0%)	0 (0%)	Level 3	3 (6%)	0 (0%)	0 (14%)	0 (0%)
Level 4	2 (4%)	0 (0%)	1 (0%)	0 (0%)	Level 4	2 (4%)	0 (0%)	1 (0%)	0 (0%)

***(We have one student that is ASD and ELL)

	6th Grade 2018 NYS Test -Spring 2019 NYS Test Projections								
	Past NYS Scores ALL	Past NYS Scores ELL	Past NYS Scores ASD	Past NYS Scores IEP W/I POD		Projections Proficiency ALL	Projections Proficiency ELL	Projections Proficiency ASD	Projections Proficiency IEP W/I POD
Level 1	38 (92%)	4 (100%)	12 (100%)	3 (100%)	Level 1	19 (44%)	2 (50%)**	11 (85%)**	1 (33%)
Level 2	2 (5%)	0 (0%)	0 (0%)	0 (0%)	Level 2	18 (42%)	2 (50%)	2 (15%)	2 (66%)
Level 3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	Level 3	4 (9%)	0 (0%)	0 (0%)	0 (0%)
Level 4	1 (2%)	0 (0%)	0 (0%)	0 (0%)	Level 4	2 (5%)	0 (0%)	0 (0%)	0 (0%)

****(We have two students that are ASD and ELL)

	2019-20 Continuation Plan
Based on the performance trends noted above, please identify the specific school strategy adjustments or interventions to be implemented to meet the academic achievement targets.	- POD teachers will use the Lucy Calkins Units of Study for Reading and Writing. - Teachers will deliver a ten minute mini-lesson consisting of four parts: connection, teaching, active engagement, and link. - Guided reading plans will consist of five part plans (introduction, fluency, group trend, oral comprehension, written comprehension) for students reading at levels A-K. - Calendar and Observation notes will include four parts (research, compliment, teach, next steps) for students reading at levels L-Z. - Administrative team and coaches will provide professional development on strategies to improve reading skills during guided reading/ conferencing/ strategy groups.

- During grade level PLC coaches will provide targeted professional development on holding individual student conferences.
- During grade level PLC coaches will provide targeted professional development on effective lesson planning.
- Administrators will be holding guided reading lesson plans or calendar/ observation notes reviews and data driven conversations three times per year after benchmarking.
- Teachers will use data from three RRR benchmarks to establish small groups and plan instruction. In addition, flexible groupings will occur based on students' changing needs.
- Coaches will provide professional development on reading strategies to increase student's skills.

MATH

Students will receive grade level instruction in a workshop model for 42 minutes daily (K-6). In addition, students will receive a 42 minute block of time for digital lessons (K-5) and small group intervention/acceleration. Progress monitoring will take place during this timeframe.

Grade Level Instruction / Small Group Lesson Zearn (Engage NY Lessons)	Digital Lesson
Workshop Model Number Talk: Mondays Fluency Building: Tuesdays Whole Group Word Problems: Wednesdays Embedded Test Prep: Thursdays Spiral Review: Fridays	- Management of Digital Access at Zone of Proximal Development: 120 minutes/week of digital time * - Monitor Tower Alerts -Re-teach and/or support as needed * - Print Resources – Give feedback, allow for re-dos - Progress Monitoring: Analyze and track data - Pull individual students or a small group to provide targeted intervention OR provide opportunities for acceleration (high cognitive demand tasks, 3 act tasks, state released test questions) - Individual Student Conferencing *Component of Zearn. Applies only to Grades K-5.*

Student Attendance - *Average Daily Student Attendance Rate*. The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (%)	2018-19 Target	Year to Date	
Student Attendance Rate (%)	District	92%	90.6%	

Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).	An Attendance Team has been established and includes, an administrator, the social workers, the parent liaison, and a district attendance person. The team meets bi-weekly to review attendance trends and concerns. At these meetings they review individual students who have been identified as having chronic, severe, and at-risk absences. The team is able to identify and provide supports for students with attendance concerns (e.x.transportation). The attendance team celebrates students with good attendance with letters home, raffles, and attendance awards.	- Bi-weekly attendance meetings will continue. - During the meetings, a home visit list will be created and home visits will take place the following week. - In September, identify our chronically absent students and assign each student a liason from the attendance team.

The Average Daily Attendance for the selected school is: 90.6%

Grade Level Attendance
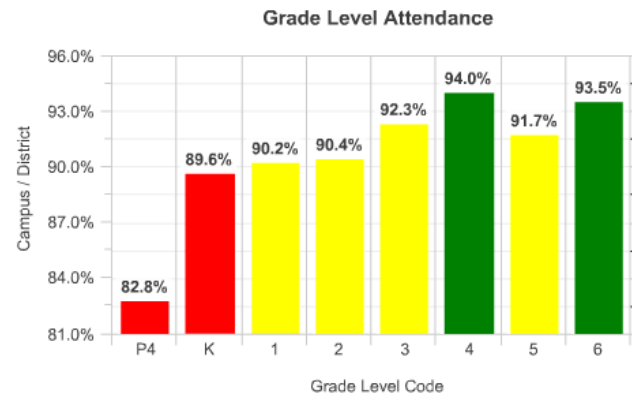
Grade Level	# Students	% of Students	Avg Daily Attendance
PK4	32	9.1%	82.8%
Kindergarten	47	13.3%	89.6%
Grade 1	48	13.6%	90.2%

Grade 2	43	12.2%	90.4%
Grade 3	33	9.3%	92.3%
Grade 4	55	15.6%	94.0%
Grade 5	51	14.4%	91.7%
Grade 6	44	12.5%	93.5%

How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	Specific Actions to taken: ● Established attendance team meets bi- weekly and will continue to identify absent students at each grade level and that need improved attendance ● Continue to reinforce the importance of daily attendance with positive letters home, raffles, and recognition awards ● Work with the attendance liaison to identify and support students with chronic, severe and at-risk attendance	● Monitoring student attendance weekly at Leadership meeting to identify patterns, trends and supports ● Begin to work with students who are chronically tardy Continue to work with families in Pre-K with attendance issues (reminders of the importance of Pre-K, bus passes to assist with transportation, etc)

2018-19	Baseline (%)	2018-19 Target	Year to Date	
Teacher Attendance Rate (%)	N/A			

Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	The following chart details attendance data of teachers by reason.	A system for tracking daily attendance will be implemented for the 2019-2020 school year. Expectations around daily attendance will continue to be shared with all staff.

Totals by Reason

Reason	Code	Job Count
Cancer Screening	10	7
CIT	100	13
Convention/Conference	61	39
CSE (Annual Review)	70	21
Death: 1 Day Allowed	22	6
Death: 5 Days Allowed	21	22
Educational Support Services	69	1
Employee Illness	11	249
Family Illness	12	81
Field Trips	75	3
HCI Approved Only	93	43
IEP Day	73	7
Instruct. In-service	62	44
Jury Duty	52	3
PAB	105	7
Personal Business	41	73
Professional Development	96	8
Teacher Release - HR Approved	200	1
Unpaid Leave of Absence	81	7
Vacant Position	92	85
Worker's Comp Illness	13	1
Total		**721**

Employee Illness and family illness combined is the largest category: The majority of absences do not show an individual staff member trend. If there is a question about "why" a staff member is requesting the absence, we do require documentation.

The vacant position was due to a staff member who was working to finalize her certification. She has since obtained certification and no longer will show as a "substitute" and the position no longer reads as "vacant."

All conference days have been approved as they directly support or align with our instructional priorities.

How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	Any pattern in absence by a staff member has been addressed including the use of a required CPI (Doctor's note)	

Office Discipline Referrals – *Number of Office Discipline Referrals (ODRs)*. The total number of Office Discipline Referrals for any reasons that disrupt the educational process. These data should be reported here as total number by week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.				
2018-19	Baseline (#)	2018-19 Target	Year to Date	
Office Discipline Referrals (#)	N/A- this is our baseline year		Behavior Log Entries:: 932 -Averages out to 7 a day.	
Key Questions/Prompts	2018-20 Analysis / Report Out		2019-20 Continuation Plan	
Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	The majority of the entries are coming out of classrooms and the gym · The most frequent times for logged behaviors are 10:30 AM, 2:15 PM and 1:30 PM · Grades 3 and 4 have the highest frequency of entries · There are 18 repeat offenders · There have been a total of 13 In-School Suspensions · There have been a total of 5 Out-of-School Suspensions		The PE teachers will receive additional support and feedback from an instructional coach and the administrative team around classroom management strategies. Our next steps include seeking assistance from community mental health and behavioral therapists to provide additional intensive supports. Professional Development will continue for staff around the use of Restorative Practices and the importance of building positive relationships.	
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	As a school, we are reinforcing our universal Tier 1 behavioral expectations according to our RISE matrix. We explicitly teach these expectations in every location as identified on the matrix. In addition, the House Model (see #2 in this document) reinforces the RISE expectations and Core Values through planned lessons, activities and celebrations. School wide initiatives such as restorative practices and use of the "Second Step" curriculum teach skills such as empathy, problem solving, communication and management of emotions. The following Interventions and procedures are in place to address the behaviors in the classrooms with the highest ODR's:		- Through our Multi-Tiered Support Services (MTSS) we will continue to identify students who need Tier 2 & 3 supports. We will work with students, parents, and staff to meet the needs of the students. - School wide implementation of Second Step in grades K-6 to align with NYS SEL Benchmarks. The plan is for staff to start in October 2019-2020 teaching one lesson a week through April. April through June will be reinforcement lesson and revisiting social emotional skills based on student needs. - A RISE Matrix with common expectations and language has been developed by a team of teachers and will be rolled out to all staff in Summer 2019.	

	• Center For Youth has a "Reconnect Room" that is run by a trained behavior specialist. Restorative practices and mediations are the most used "strategies" employed in the Reconnect Room. • Check in and Check Out: A student is paired with a teacher or staff member to monitor behavior using a daily "run around sheet" • Connect Time: Students "circle up" each morning to review expectations, discuss feelings, and start the day with a positive thought. • A SEL coach provides in class *support to 10 "high needs" students throughout the day.* In addition, 2x each month, the coach provides professional development on SEL strategies and information to teachers. The patterns found in the data suggest that grades 3 and 4 need continued reinforcement and teaching of standardized behavior expectations, specifically while in the gym and during transitions. In addition, specific coaching for special subject teachers around classroom management and building relationships with students is on-going. Our next steps include seeking assistance from community mental health and behavioral therapists to provide additional intensive supports.	

Extended Learning Time – *Average Extended Learning Time (ELT).* Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.		
Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
How do data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	Patterns found in the data show that students across all grade levels need targeted intervention in reading and math. Addition of WIN (intervention) block for grades 3-6 PLC time, supported through release of creative blocks, for all teachers to get continued support in reading and math intervention strategies.	WIN (intervention) time build into master schedule PLC time for all teachers to get continued support in reading and math intervention strategies. PLC time for teachers to do regular data dives with protocols.

Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.	Effort grades every marking period across all grades for students. Effectiveness of PLCs is assessed through classroom walk throughs and feedback.	Increase the number of formal walkthroughs with feedback for all teachers. Creative Block student satisfaction surveys.

2. PROJECT PLAN IMPLEMENTATION

<table>
<tr><td colspan="4"><u>Key Strategies</u> - Identify the key strategies identified in the in the approved SIG plan that were implemented during the current reporting period but were NOT already discussed in the Metrics section above. (Add additional rows as needed.)</td></tr>
<tr><td>Key Strategies
Identify the key strategy from your approved SIG application or Continuation Plan to be discussed.</td><td>Implementation Status
Identify strategy as R/Y/G</td><td>Identify the evidence that supports your assessment of the 2018-19 implementation of key strategies and their impact on student achievement.</td><td>2019-20 Continuation Plan</td></tr>
<tr><td>1.

House Model</td><td>G</td><td>The RISE Community School House system continues to be the primary structure that facilitates, celebrates and reinforces relationship building, and school wide expectations. To date, we have held 6 House Days and Booster days (20 minute "house specific" activities for the House in the lead.) We have added inviting parents to each House day and the number of parents attending has increased each month. Parents are also "sorted" into a House. Survey of staff and students happen after each House day and the feedback is used to plan future House days. Students continue to earn points by demonstrating the core values.</td><td>House days will be mostly "student planned" and "student led" next year.
House Values have been aligned to Second Step and will be reinforced through Second Step Lessons.
We will work to increase our number of parents attending House Day by using various forms of communication such as social media, automated phone calls, and sending informational letters home.
For parents who are unable to attend House Day, we will work to create a live feed of House Day activities so parents can tune in to the activities.</td></tr>
<tr><td>2.

POD Structure</td><td>G</td><td>The school is organized in a POD structure at each grade level. A POD contains three general education teachers, one intervention teacher, and one special education teacher. The students are shared among the five teachers in 3 rooms.</td><td>We will work with each grade level POD by providing professional development and common planning time regarding: shared lesson planning, teacher collaboration, instructional consistencies, data, and relationship building.</td></tr>
</table>

3.	Parent and Family Engagement	Y	At RISE Community School we are working to establish a culture of partnerships with our families. Our full time Parent Coordinator works closely with our families. She is accessible, responsive to their needs and is their advocate when appropriate. She has gathered a group of parents to form a PTO that meets regularly. The group has identified events for the year. In addition, we through community connections that staff have at RISE Community School, the following activities/events have taken place for our families: ● Community Open House A local grocery store donated 20 Thanksgiving meals ● "Happy Birthday Cha Cha Cha,"a community organization, provides birthday presents for each student in grades K-2 ● The Rochester Police Department sponsored 10 students to "*shop with a cop*" for Christmas presents ● Breakfast with Santa provided a morning experience with food, games and Santa for 219 participants ● 10 Local barbers provided free " Cuts for the Holidays" to students and parents ● An evening "Holiday Concert" featuring our choir and band filled 150 seats. ● Student and Parent led Black History Celebration. ● Health and Wellness Fair	● We have gathered feedback from our parents during our PTO meetings that it is a challenge to attend after school programs and PTO meetings due to employment responsibilities, a lack of transportation, child care, and home responsibilities. To provide support we have purchased bus passes, we will provide light refreshments and food for parents and families who attend, and we will provide child care. In addition for parents who cannot make it to PTO events we are working to provide a live stream so parents can still gain information and interactive via live stream. ● POD staff this year have invited families in for celebration of learnings. We will work to track parent participation at these events as well.
3.	Community Engagement Team	G	RISE Community School is in the process of conducting a needs assessment of our families. The assessment will identify key areas of need and priority for our parents and students. This information will be used to guide selection of community partnerships and support.	● One of goals for the remainder of the year and next year is to recruit more parents and community partners who help support the goals and needs of our school community.

			Currently, a CET has been established and has met seven times. We have the following current partnerships in place:	
			Generation 2: (Intergenerational Relationships) An organization that connects and trains volunteers from the community to work with children in grades K-1. The volunteers meet on a regular basis with the same child to engage in free play which supports social-emotional and academic needs.	
			Boy Scouts of America trains our youth in responsible citizenship, character development, and self-reliance through participation in a wide range of activities and educational programs in partnership with community organizations.	
			Common Ground Health (Healthi Kids) has been working closely with our school to ensure children have safe routes to school, nutritious food, and access to 20 minutes of recess every day.	
			Center for Youth is our lead school based partner that provides the Reconnect Room which is staffed by a Crisis Intervention Specialist and Community School Coordinator. The Community School Coordinator is responsible for connecting and cultivate assets in the community and to link families to services so that educators can focus on teaching and students can focus on learning .	
			Foodlink has helped the school establish a Food Pantry and provided us with a Nutrition Educator.	
			Americorps is school based partner who assist the school in various capacities throughout the school day.	

3. FRAMEWORK AND EPO: *(For SIG Cohort 6 and 7 schools that selected the Innovation Framework, and Restart <u>ONLY</u>)*

Identify the school's model, framework, and the EPO.	Status (R, Y, G)	Identify the evidence that supports your assessment of the 2018-19 implementation of the design framework and its impact on student achievement. Describe the manner in which the EPO has been involved in the implementation.	2019-20 Continuation Plan

4. BUDGET/FISCAL: *Add rows as needed.)*

Budget Analysis			
Describe the SIG item or activity found in the approved 2018-19 SIG FS-10.	Status (R/Y/G)	If expenditures from the approved 18-19 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the SIG plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	**As applicable, and along with this report/plan, please submit a 2019-20 SIG FS-10 budget, Budget Narrative, Attachment D: Budget Summary, and M/WBE documents.** **BUDGET FORMS ARE AVAILABLE AT:** http://www.oms.nysed.gov/cafe/forms/ .

Continuation Plan Cover Page

District Name
Rochester City School District

School Name
RISE Community School #106

Contact Person	Telephone (585) 254-4472
Christine Caluorie-Poles	

E-Mail Address
Christine.Caluorie-Poles@rcsdk12.org

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (**in blue ink**)	Title of Chief School/Administrative Officer
Typed Name:	Date: