Non Receivership Final Report: January 31, 2020 to June 30, 2020 and Continuation Plan for the 2020-21 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	Dr. Leslie Myers-Small	PreK-6	Total enrollment: 339	ELL 6%:	SWD 21%
Christine Caluorie-Poles	*If new, attach resume.					

District Person Responsible for Program Oversight and Report Validation	Brief Analysis of current program status
Name and Contact Information	
	The focus of the 2019-2020 school year has been around identified instructional priorities in the area of Reading, Writing and Mathematics for all classrooms Grades K-6. Staff continued to organize instruction around a Work Shop Model. Teachers have spent the year deeping their practice around a standards based approach to teaching and learning.

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 2020-21 Continuation Plan for Non-Receivership schools. All responses provided under the *"2020-21 School Year Continuation Plan"* heading should directly align with or be adaptations to the approved SIG plan.

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. *Include actions taken in the School Continuity of Education Plan in your analysis summary.*

2020-21 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 Engagement - Please respond to each component of each prompt. All Non-Receivership schools will complete a final report for the period of January 31, 2020 to June 30, 2020 and a continuation plan for the 2020-21 school year. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.	
Key Questions/Prompts	**2019-20 Analysis / Report Out**
Describe student performance trends in core content areas performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).	The charts below contains data that has been disaggregated by content area, by grade level and by sub-groups (ie: SWD's and ELL's). The following is the specific information contained in the charts: ● NWEA data for our students in grades 3 through 6 ● Total number of students performing at a level 1, 2, 3 or 4 on the NWEA for Fall and Winter as per the NWEA linking study ● Total number of students that have regressed, performed less than adequate growth, made adequate growth, or made more than adequate growth as per the NWEA growth measures.

ELA- Grade 3

All Student at 3rd Grade

	Fall NWEA	Winter NWEA	Growth/Regression
1	29 (76%)	29 (76%)	12 (35%) regressed
2	7 (18%)	7 (18%)	12 (35%) some growth
3	2 (5%)	2 (5%)	4 (11%) adequate growth
4	0	0	7 (18%) above average growth

Special Education (Self-Contained ASD) Students at 3rd Grade

	Fall NWEA	Winter NWEA	Growth/Regression
1	4 (100%)	3 (100%)	1 (33%) regressed
2			2 (67%) some growth
3			
4			

Special Education (Consultant/Resource) at 3rd Grade

	Fall NWEA	Winter NWEA	Growth/Regression
1	3 (75%)	3 (75%)	3 (75%) regressed
2	1 (25%)	1 (25%)	
3			
4			1 (25%) above average growth

ELL at 3rd grade

	Fall NWEA	Winter NWEA	Growth/Regression
1	3 (100%)	3 (100%)	1 (33%) regressed
2			1 (33%) some growth
3			
4			1 (33%) above average growth

ELA- Grade 4

All Students at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	23 (79%)	31 (86%)	30 (83%)	8 (23%) regressed
2	6 (21%)	3 (8%)	4 (11%)	7 (20%) some growth
3		1 (3%)	1 (3%)	7 (20%) adequate growth
4		1 (3%)	1 (3%)	13 (37%) above average growth

Special Education (Self-Contained ASD) Students at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	6 (100%)	6 (100%)	6 (100%)	1 (17%) regressed
2				1 (17%) some growth
3				2 (33%) adequate growth
4				2 (33%) above average growth

Special Education (Consultant/Resource) at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	3 (75%)	4 (100%)	4 (100%)	2 (50%) regressed
2	1 (25%)			1 (25%) some growth
3				
4				1 (25%) above average growth

ELL at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	2 (66%)	3 (100%)	3 (100%)	1 (33%) regressed
2	1 (33%)			1 (33%) some growth
3				
4				1 (33%) above average growth

ELA- Grade 5

All Students at 5th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1	28 (60%)	40 (78%)	30 (59%)	19 (39%) regressed
2	9 (19%)	6 (12%)	10 (20%)	14 (29%) some growth
3	7 (15%)	4 (8%)	9 (18%)	3 (6%) adequate growth
4	3 (6%)	1 (2%)	2 (4%)	13 (27%) above average growth

Special Education (Self-Contained ASD) Students at 5th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1	9 (69%)	11 (85%)	10 (71%)	4 (31%) regressed
2	2 (15%)		2 (14%)	2 (15%) some growth
3	2 (15%)	2 (15%)	2 (14%)	1 (8%) adequate growth
4				6 (46%) above average growth

Special Education (Consultant/Resource) at 5th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1	1 (20%)	5 (100%)	4 (80%)	3 (60%) regressed
2	4 (80%)		1 (20%)	2 (40%) some growth
3				
4				

ELL at 5th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1	1 (100%)	1 (100%)	1 (100%)	1 (100%) regressed
2				

3				
4				

ELA- Grade 6

Total Students at 6th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1	30 (71%)	28 (64%)	27 (63%)	8 (19%) regressed
2	8 (19%)	10 (23%)	8 (19%)	4 (9%) some growth
3	3 (7%)	5 (11%)	4 (9%)	(0%) adequate growth
4	1 (2%)	1 (2%)	4 (9%)	31 (72%) above average growth

Special Education (Self-Contained ASD) Students at 6th Grade

	NYS Test	Fall NWEA (211)	Winter NWEA (214.2)	Growth
1	10 (77%)	7 (54%)	7 (58%)	4 (33%) regressed
2	3 (23%)	3 (23%)	4 (33%)	1 (8%) some growth
3		2 (15%)		
4		1(8%)	1(8%)	7 (58%) above average growth

Special Education (Consultant/Resource) at 6th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth
1				
2	1 (100%)	1 (100%)	1 (100%)	
3				
4				1(100%) above average growth

ELL at 6th Grade*

	NYS Test	Fall NWEA	Winter NWEA	

1			
2				*There are no ELL's at Grade 6
3			
4			

Math Grade 3

All Students at 3rd Grade			
	Fall NWEA	**Winter NWEA**	**Growth/Regression**
1	28 (72%)	27 (73%)	12 (32%) regressed
2	6 (15%)	8 (22%)	13 (35%) some growth
3	3 (8%)	1 (3%)	7 (19%) adequate growth
4	2 (5%)	1 (3%)	5 (14%) above average growth
Grade Level	**Fall Fluency**	**Winter Fluency**	**Growth Measures in proficiency levels** +17% growth in proficiency levels
<K	2(6%)	2(5%)	
K	4(12%)	3(8%)	
1	23(82%)	22(58%)	
2	4(12%)	5(13%)	
3	0(0%)	6(16%)	

Special Education (Self-Contained ASD) Students at 3rd Grade			
	Fall NWEA	**Winter NWEA**	**Growth/Regression**
1	4 (100%)	3 (100%)	1 (33%) regressed
2			1 (33%) some growth
3			
4			1(33%) above average growth

Grade Level	Fall Fluency	Winter Fluency	Growth Measures in proficiency levels
<K	2(50%)	2(50%)	
K	1(25%)	1(25%)	
1	1(25%)	1(25%)	
2	0(%)	0(%)	
3	0(%)	0(%)	

Special Education (Consultant/Resource) at 3rd Grade			
	Fall NWEA	Winter NWEA	Growth/Regression
1	2 (100%)	2 (100%)	1 (50%) regressed
2			
3			
4			1 (50%) above average growth

Grade Level	Fall Fluency	Winter Fluency	Growth Measures in proficiency levels
<K	0(%)	0(%)	
K	1(50%)	0(%)	
1	1(50%)	2(100%)	
2	0(%)	0(%)	
3	0(%)	0(%)	

ELL at 3rd Grade			
	Fall NWEA	Winter NWEA	Growth/Regression
1	2 (66%)	3 (100%)	1 (33%) regressed
2	1 (33%)		1 (33%) some growth
3			1 (33%) adequate growth
4			

Grade Level	Fall Fluency	Winter Fluency	Growth Measures

<K	1(33%)	0(%)	**in proficiency levels**
K	0(%)	0(%)	
1	2(66%)	2(66%)	33% growth in proficiency level**s**
2	0(%)	1(33%)	
3	0(0%)	0(%)	

Math Grade 4

All Students at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	19 (70%)	26 (76%)	25 (71%)	5 (15%) regressed
2	7 (26%)	7 (21%)	9 (26%)	9 (26%) some growth
3	0			10 (29%) adequate growth
4	1 (4%)	1 (3%)	1 (3%)	10 (29%) above average growth

	Fall Fluency		Winter Fluency	Growth Measures
K	7(21%)		6(17%)	+14% growth in proficiency levels
1	10(29%)		1(3%)	
2	14(41%)		18(51%)	
3	2(6%)		2(6%)	
4	1(3%)		6(17%)	

Special Education (Self-Contained ASD) Students at 4th Grade

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	3 (100%)	6 (100%)	5 (83%)	1 (16%) regressed
2			1 (16%)	2 (33%) some growth
3				
4				3 (50%) above average growth

	Fall Fluency		Winter Fluency	Growth Measures

	Fall Fluency	Winter Fluency	
K	5 (83%)	4 (67%)	
1	0 (%)	0 (%)	
2	1 (17%)	2 (33%)	
3	0 (%)	0 (%)	
4	0 (%)	0 (%)	

Special Education (Consultant/Resource) at 4th Grade			
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	3 (75%)	3 (75%)	2 (50%)	1 (25%) regressed
2	1 (25%)	1 (25%)	2 (50%)	1 (25%) some growth
3				
4				2 (50%) above average growth

	Fall Fluency	Winter Fluency	Growth Measures in proficiency levels
K	1 (25%)	1 (25%)	
1	1 (25%)	0 (0%)	
2	1 (25%)	2 (50%)	
3	1 (25%)	0 (0%)	
4	0 (%)	1 (25%)	

ELL at 4th Grade			
	NYS Test	Fall NWEA	Winter NWEA (208.7)	Growth/Regression
1	3 (100%)	3 (100%)	3 (100%)	1 (33%) regressed
2				1 (33%) some growth
3				

	Fall Fluency	Winter Fluency	Growth Measures in proficiency levels
4			1 (33%) above average growth

	Fall Fluency	Winter Fluency	Growth Measures in proficiency levels
K	2 (66%)	1 (33%)	
1	0 (0%)	0 (0%)	
2	1 (33%)	2 (66%)	
3	0 (0%)	0 (0%)	
4	0 (%)	0 (0%)	

<mark>Math Grade 5</mark>

All Students at 5th Grade			
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	31 (69%)	40 (83%)	43 (84%)	16 (34%) regressed
2	5 (11%)	5 (10%)	7 (14%)	11 (23%) some growth
3	8 (18%)	3 (6%)	1 (2%)	8 (17%) adequate growth
4	1 (2%)			12 (25%) above average growth

	Fall Fluency	Winter Fluency	Growth in proficiency levelss
K	5 (10%)	2(4%)	13% growth in proficiency levels
1	8 (16%)	7(14%)	
2	19 (40%)	19 (39%)	
3	10 (20%)	8 (16%)	
4	6 (13%)	8 (16%)	
5	0 (%)	5 (10%)	

Special Education (Self-Contained ASD) Students at 5th Grade			
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression

	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	8 (80%)	11 (85%)	12 (86%)	4 (31%) regressed
2		1 (8%)	1 (7%)	1 (8%) some growth
3	2 (20%)	1 (8%)	1 (7%)	2 (15%) adequate growth
4				6 (46%) above average growth

	Fall Fluency	Winter Fluency	Growth in proficiency levels
K	1 (10%)	0 (0%)	
1	2 (20%)	5 (50%)	
2	5 (50%)	2 (20%)	
3	1 (10%)	2 (20%)	
4	1 (10%)	1 (10%)	
5	0 (0%)	0 (0%)	

Special Education (Consultant/Resource) at 5th Grade				
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	5 (100%)	5 (100%)	5 (100%)	
2				2 (40%) some growth
3				2 (40%) adequate growth
4				1 (20%) above average growth

	Fall Fluency	Winter Fluency	Growth in proficiency levels
K	1 (20%)	0 (0%)	
1	1 (20%)	1 (20%)	
2	3 (60%)	4 (80%)	
3	0 (0%)	0 (0%)	
4	0 (0%)	0 (0%)	
5	0 (0%)	0 (0%)	

ELL at 5th Grade				
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression

1	1 (100%)	1 (100%)	1 (100%)	
2				1 (100%) some growth
3				
4				

	Fall Fluency	Winter Fluency	Growth in proficiency levels
K	0(%)	0(%)	
1	1(100 %)	1(100%)	
2	0(%)	0(%)	
3	0(%)	0(%)	
4	0(%)	0(%)	
5	0(%)	0(%)	

Math Grade 6

All Students at 6th Grade				
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	29 (70%)	31 (69%)	28 (64%)	15 (36%) regressed
2	5 (12%)	9 (20%)	12 (27%)	6 (14%) some growth
3	4 (10%)	4 (9%)	2 (5%)	6 (14%) adequate growth
4	2 (5%)	1 (2%)	2 (5%)	16 (37%) above average growth

	Fall Fluency	Winter Fluency	Growth in proficiency levels
K	1 (2%)	1 (3%)	5% growth in proficiency levels
1	8 (19%)	3 (8%)	
2	14 (33%)	10 (26%)	
3	6 (14%)	5 (13%)	
4	3 (7%)	9 (23%)	
5↑	10 (24%)	11(29%)	

Special Education (Self-Contained ASD) Students at 6th Grade				
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	7 (70%)	8 (73%)	5 (50%)	3 (30%) regressed
2	1 (10%)	1 (9%)	4 (40%)	2 (20%) some growth
3	1 (10%)	1 (9%)		2 (20%) adequate growth
4	1 (10%)	1 (9%)	1 (10%)	3 (30%) above average growth
	Fall Fluency		Winter Fluency	Growth in proficiency levels
K	1 (11%)		1 (14%)	
1	2 (22%)		0 (0%)	29% in growth proficiency
2	2 (22%)		1 (14%)	
3	3 (33%)		1 (14%)	
4	1 (11%)		2 (29%)	
5↑	0 (0%)		2 (29%)	

Special Education (Consultant/Resource) at 6th Grade				
	NYS Test	Fall NWEA	Winter NWEA	Growth/Regression
1	1 (100%)	1 (100%)	1 (100%)	1 (100%) regressed
2				
3				
4				
	Fall Fluency		Winter Fluency	Growth in proficiency levels
K	0 (0%)		0 (0%)	
1	1 (100%)		1 (100%)	
2	0 (0%)		0 (0%)	
3	0 (0%)		0 (0%)	
4	0 (0%)		0 (0%)	
5↑	0 (0%)		0 (0%)	

ELL at 6th Grade*				
	NYS Test	Fall NWEA	Winter NWEA	
1				
2				*There are no ELL's at Grade 6
3				
4				

2020-2021 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.
Include actions taken in the School Continuity of Education Plan in your analysis.

Student Performance Trends:
In both math and ELA, many students are making growth but not enough to always move up a level in performance.

Reading:

- A master schedule has been developed to include common planning for each grade level. In addition, the master schedule allows for vertical PLC's K-, 1-2, 3-4, 5-6.
- Next steps will include professional development on effective guided reading practices and effective use of Running Reading Records (administering, scoring and use of information for lesson design)
- Professional development will include the implementation of the new Literacy Program MYview Grades K-5.
- Support staff will deliver push-in intervention services during the work period of the Work Shop model.
- Professional development will continue to focus on Next Generation Standards; use in lesson planning and assessment.
- Teachers will continue to focus on preparing students for NYS Assessments in the following ways:
  - Students will continue to receive weekly instruction that includes NYS assessment tasks, use of the RACE strategy and use of the NYS CR rubric.
  - Teachers will continue to group score students' tasks using the NYS rubric.
  - Teachers will continue to provide reteaching/conferencing based on student work/scoring.
- A new STEM enrichment program will align to the new literacy program and reinforce literacy skills/strategies and opportunities for all students grades K-6.

Math:
- A master schedule has been developed to include common planning for each grade level. In addition, the master schedule allows for vertical PLC's K-, 1-2, 3-4, 5-6.
- Data from the math NWEA data and Grade Level Fluencies will be triangulated; information from the triangulation will be used to group students and identify next steps for intervention/acceleration.

- Professional development will continue to focus on Next Generation Standards; use in lesson planning and assessment.
- Teachers will continue to focus on preparing students for NYS Assessments in the following ways::
  - Students will continue to receive weekly instruction that includes NYS assessment tasks and use test taking strategies such as the "Elimination strategy" and the "Three Reads strategy"
  - Teachers will continue to group score students' tasks using the NYS rubric.
  - Teachers provided re-teaching/conferencing based on scoring.
- A new STEM enrichment program will include opportunities to reinforce grade level math skills and concepts for all students grades K-6.

Student Engagement - Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2019-20	Baseline (%)	2019-20 Target	From January 31, 2020, up to school closure	
Student Attendance Rate (%)		95%		

Key Questions/Prompts	2019-20 Analysis / Report Out			2020-21 Continuation Plan
Describe patterns of student engagement. Include actions taken in the School Continuity of Education Plan in your analysis summary.	**Patterns of student engagement during distance learning:** ● The chart below comes from the RISE Documentation of Learning Log. Teachers were expected to update the log each week. During PLCs, the administrative team would review data, discuss students, create action plans as needed. ● The chart provides data of the number of students engaged in learning opportunities at each grade level. ● Learning opportunities include: Zoom lessons, Google classroom, Zearn on-line, RAZ Kids, and RCSD instructional packets.			

Grade Level	Grade Level Total	Access to Technology	Total # Engaged
PreK	34	18	23
K	49	33	21

1	40	20	23
2	42	25	29
3	39	23	23
4	35	32	22
5	50	43	31
6	45	44	26

Actions Taken By the School
- RISE developed a Digital Learning Platform (DLP) that "housed" all instructional materials, lessons and resources for all grade levels PreK-6.
- Families were encouraged to access and use the district provided resources. Many of our staff hand-delivered the materials to students.
- RISE Staff were expected to design and provide "RISE instructional program aligned" lessons and materials-differentiated and individualized
- All Teachers updated lessons and materials each Monday of the week. "Teachers" included ENL, SLPs Social Workers, and Specials.
- Teachers were expected to have weekly communication with families (as appropriate).
- Social/Emotional resources and lessons available were made available on the DLP. In addition, Social workers continued to connect regularly with students on their "case load."
- Distance Learning Plans were created for each student with an IEP and teachers provided services in alternative ways.
- ENL teachers provided additional support to ELL's with individual accommodations.

- On-Line learning opportunities: Zoom Meetings, google classroom, Zearn, etc. - Weekly PLCs took place with each grade level. Support staff participated in PLCs as well. - The school Attendance Team continued to meet on a weekly basis to review the documentation log. The team created action plans for students who were not engaged.	

| How do these patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Include actions taken in the School Continuity of Education Plan in your analysis summary. Please identify specific school actions to be taken. | Patterns show that 71.3% of students have access to technology while 59% were engaged in remote learning. This suggests that even when technology is available some are not accessing technology for instruction. Actions could include working with families so they can support their child's use of technology for remote learning. | For the 2020-2021 school year, staff will:
Continue with weekly Attendance Team meetings to track and monitor student attendance
Attendance Celebrations will continue and highlight student and grade level attendance goals
If distance learning is to continue into the 2020/2021 school year, we will organize and hold regular parent information meetings in small groups and work with families who do not have access to technology or need support. |

Teacher Participation –Discuss the goals/key strategies from the approved SIG plan.				
2019-20	Baseline (%)	2019-20 Target	From January 31, 2020, up to school closure	
Teacher attendance rate (%)				
Key Questions/Prompts	2019-20 Analysis / Report Out			2020-21 Continuation Plan
Describe how teachers have interacted with students during the school closure as a result of COVI D-19.	From September to school closure, the following chart details teacher absences:			Regular attendance at school is an expectation for all staff. Staff who may demonstrate a pattern in absences will be addressed.

Reason	Code	Job Count
CSE (Annual Review)	70	11
Cancer Screening	10	5
Convention/Conference	61	29
Death: 1 Day Allowed	22	2
Death: 3 Days Allowed	23	1
Death: 5 Days Allowed	21	14
Educational Support Services	69	1
Employee Illness	11	307
Family Illness	12	39
IEP Day	73	3
Instruct. In-service	62	12
Jury Duty	52	1
PAB	105	29
Personal Business	41	48
Professional Development	96	5
Unpaid Leave of Absence	81	17
Vacant Position	92	31
Vacation-SSO-ASAR Bracket I-II	106	2
Total		**557**

The top 3 reasons for teacher absences were as follows:
- Employee Illness, Personal Business and Family Illness. This year, there were an unusual number of absences due to illness.
- Staff who may have shown a pattern in absences were addressed.

School Closure to June
- All of the teachers (classroom, specials, ENL, SLPs and Social Workers) have interacted with the students during closure. However, the level of interaction with students between teachers did vary.
- Teachers worked to organize instructional opportunities that were familiar for students. For example, many of the teachers held a "mini-lesson" and work period during zoom calls. Other teachers, created weekly read-alouds. Grade levels worked to individualize instruction and personalize as appropriate.
- Learning opportunities included: Zoom lessons, Google classroom, Zearn on-line, RAZ Kids, and RCSD instructional packets.
- Teachers also worked with the Administrative Team and the Center For Youth team when a family had a need and/or concern.

In the event of distance learning:
- Attendance at all school "events" during distance learning is an expectation.
- Continue to meet with teachers weekly during PLC's to review weekly lessons, identify what is working and what may need to be adjusted based on student engagement.
- Weekly update of Digital Resources
- Work on ways to support younger learners that are not technology driven.

Looking ahead, what specific strategy adjustments or interventions will occur to ensure targets will be met? Please identify specific school actions to be taken.	● Continue with the attendance team to target those families, develop a transition plan from the service provider to the teacher.	● Continue to use the Documentation Log.

<u>Student Support and Discipline Referrals-</u> Describe student support and discipline referrals made to address any disruption to the educational process or to improve student engagement. Include actions taken in the School Continuity of Education Plan in your analysis summary. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

Key Questions/Prompts	2019-20 Analysis / Report Out	2020-21 Continuation Plan
Describe patterns of student support and discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	At the start of the school year, a POD structure was still in place and provided academic and social/emotional support for students. There were approximately 8-10 students who needed additional levels of support/intervention on a daily basis. The majority of student needs were often addressed within the grade level POD with no need for administrative support. After teacher layoffs in January, the POD structure had been changed and the supports for students were mostly eliminated. There was a noticeable increase in disciplinary referrals. From January-March there were 216 disciplinary referrals. ● The majority of the referrals came from the classroom. ● Most of the behavior descriptors were either "defiance and disrespect or disruption of the educational process." ● The second highest location of referrals came from the PE area.	Provide all staff with additional SEL and proactive strategies for handling student behaviors. Identifying specific staff members to support students. Review disciplinary data at PLCs to identify trends and/or patterns for grade level and/or individual students.
How do these patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school	The data shows that the majority of the referrals written were for approximately 15 students. These students are mostly in grades 1, 3 and 4.	The following actions will take place for the upcoming school year: 1. Partner with **<u>Leader in Me</u>** Organization. *"Leader in Me (LiM) is an evidence-based, comprehensive-school*

actions to be taken. Describe the process in place to address actions taken in the School Continuity of Education Plan in your analysis summary.	Second Step, the SEL program identified in the RISE proposal is not meeting the needs of the student population, especially students with autism.	*improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century."* ● Evidence-Based Framework that is organized to teach leadership principles to all school groups, create a leadership culture, and align academic systems (see Leadership Framework Document) ● endorsed by CASEL for social emotional learning ● will replace Second Step, the current SEL program used by RISE Community School. Second Step does not meet the social-emotional needs of our students and does not align with other school initiatives. ● will establish a sustainable social-emotional culture that meets the needs of the whole child ● includes training, materials and resources for students, staff and parents ● will align with and enhance school wide practices around both culture and instruction Implementation will include: ● Training for all staff (teachers, teaching assistants, paraprofessionals, custodial, clerical, administrators, etc.) ● An assessment system (MRA) which is a rigorously developed tool that is used to annually collect, analyze, and report student-, staff-, and school-level outcomes related to the focus on improving leadership, culture, and academics. In addition, RISE will use academic data, attendance, student/staff/parent surveys, and disciplinary referrals as data points. ● On-going consultation services (in person or via zoom as needed) ● Access to all digital resources (student books, lessons, research materials, etc.)

| | | ● <u>The Leader In Me</u> book by Stephen Covey (collegial circle for all staff and PTO) |
| | | 2. Implement the <u>Social Thinking Curriculum</u> in Self-Contained classrooms which is designed to better meet the needs of students with autism. |

<u>Extended Learning Time</u> – Please respond to the prompts below with respect to extended learning opportunities offered to all students. Include opportunities offered for this reporting period from January 31, 2020 up to school closure date. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

Key Questions/Prompts	2019-20 Analysis / Report Out	2020-21 Continuation Plan

| Please describe the process in place to ensure that the unique educational needs of all students will be met. Address strategy and interventions used up to school closure date. | Patterns found in the data showed that students across all grade levels needed targeted intervention in reading and math. With the January layoffs, both ELA and Math instruction had to be restructured to the grade level allocation. Students continued to receive additional intervention/acceleration time but in a larger group size.

PLCs continued to be held on a weekly basis for teachers to examine instruction, analyze data, and receive professional development in ELA and Math. In addition, PLC time was used to prepare teachers and students for the NYS Assessments (3-6 Math and ELA).
● NYS assessment materials were provided to teachers to use in their classroom during the intervention/acceleration block.
● The "RACE strategy" was taught to students for ELA.
● The "Elimination strategy" and the "Three Reads strategy" were taught to students for Math.
● The area of focus for both Math and ELA was on the Constructed Response questions.
● Weekly instruction around CR and progress monitoring took place.
● Teachers were trained on how to use the NYS rubric for scoring.
● Teachers scored the reading passages and math CR tasks collaboratively using NYS rubric deepening their understanding of what student's need to know and be able to do on the assessments
● Teachers provided re-teaching/conferencing based on scoring

     NYS ASSESSMENT PROJECTIONS
ELA
     ● Level 2-   16% (28 students)
     ● Level 3 & 4- 11% (17 students)

Math
     ● Level 2-   14% (24 students)
     ● Level 3 & 4- 15% (25 students) | There will not be Expanded Learning time in the 2020-21 School Year. However, the following will take place in the upcoming school year:

● Weekly PLC's will still remain a priority for RISE and include areas of focus stated in other sections of this report. |

	* Projections based on NWEA Linking Study, PM Data, Teacher Input based on student work.	

| How do trends suggest the need for specific strategy adjustment or interventions to ensure the unique educational needs of all students will be met? Include opportunities offered up to school closure date. | PLCs will continue with the focus on professional development and data analysis. | During the 2019-2020 school year, the Instructional Leadership Team implemented the Data Wise process. Our Instructional Leadership Team used the Running Reading Records for data analysis. After examining samples from every grade level we identified the following information: teachers were not scoring the RRR's in the same manner school-wide, teacher's use of the RRR's for guided reading groups was inconsistent, and teacher skill level for effective guided reading instruction was inconsistent. Students' demonstrated that they were able to use strategies to determine a word's meaning but, while they were able to read most words at their level, they struggle to read for contextual meaning. PLC's will focus on these areas.

ILT will begin the 2020-2021 school year and continue with the process which will include examining teacher instruction and student learning through classroom observations. |

2. PROJECT PLAN IMPLEMENTATION

<table>
<tr><td colspan="3"><u>Key Strategies</u> - Identify the key strategies in the approved SIG plan that were implemented during this reporting period but were NOT already discussed in the section above. Include actions taken in the School Continuity of Education Plan in your analysis summary.
(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>Identify the evidence that supports your implementation of this key strategy and the impact on student achievement.</td><td>school closure date 2020-21 Continuation Plan</td></tr>
<tr><td>1. House Model: The RISE Community School House model continues to be the primary monthly structure that facilitates, celebrates and reinforces relationship building, and school wide expectations. 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</td><td>House days were planned this year with student input on structure and the activities. To date, 6 House Days took place.
Each House day had 2 student MC's. The students led the opening and closing assemblies.
School Values were aligned to Second Step and were reinforced through Second Step Lessons.</td><td>The House Model will continue as identified and will align to the Leader In Me Framework.

The Leader In Me Framework will include:
Core Training for all RISE staff (70) (Training and consulting can take place via zoom if needed. Otherwise, training is on site.
School staff identify a new vision of the outcomes they want for their school (e.g., decreasing discipline referrals, increasing student achievement, etc.).</td></tr>
</table>

	days. Students continue to earn points for their houses by demonstrating the core values.	- A student from each House was selected as the "RISE student of the Month" for exhibiting the school Values. To date, 24 students have received the "award." - Parents participated each month and the average number in attendance was 30. - School Dojo was used to award points to a student's House when they were demonstrating a House Value and/or following the RISE Expectation matrix. The House data was shared each day over the PD. The House with the highest number of points each month "won" a ½ hour dance party. Five dance parties took place.

School staff learn Leader in Me principles and tools and begin incorporating the leadership principles in their work and relationships (e.g., learning how to work more cooperatively with each other).
School staff model the behaviors to their students.
Teachers are taught how to incorporate the leadership principles and tools into school culture and curricula.
Key elements of the leadership model are implemented into the school, including:
Teaching students how to set, track, and achieve their goals in a Leadership Notebook.
Reinventing the physical environment to reinforce the vision and outcomes for the school (banners, signs, murals).
Holding Student-Led Conferences, which are similar to parent-teacher conferences, but with the students taking ownership for their learning and leading these conferences.
Giving each student a leadership role within the school.
Holding student-led Leadership Events.
Using a common language of leadership.
Parents also play an important role in supporting their children in the process.
School staff, students, and parents utilize a number of resources (lesson plans, videos, student activity guides, Teacher Editions, posters, books, and Leader in Me Online) to help them implement and reinforce the process.

2.	**POD Structure:** In September, the school was organized in a POD structure at each grade level. A POD contains three general education teachers, one intervention teacher, and one special education teacher (6th grade had only 4 staff members.) The students are shared among the five teachers in 3 rooms.	In January (after layoffs), the POD structure shifted to 2 General Education teachers and 1 Special Education teacher with two classroom spaces. Teachers continued to work together in instructing all students across the grade level.

The POD mentality will continue. There will be two sections at each grade level with 2 General Education teachers. These two teachers will work together sharing responsibility for ALL students in the grade level.

	In January, layoffs to teachers changed the POD structure.		
3.	**Parent and Family Engagement:**	• August 28th Welcome Back Celebration for families and community. Approximately 200 participants. Meet the staff, tour the school, activities, bounce house, games. Each student received a backpack with supplies. • August 22nd Kindergarten Orientation where 23 families were in attendance. • October 4th House Day 30 parents participated • November 1st House Day 37 parents participated • November 26th School Community Thanksgiving Dinner • December 14th: Breakfast with Santa approximately 130 participants • December 16th Local barbers provided free "Cuts for the Holidays" to students and parents. • December 16th Holiday Concert • February 28th Attendance Celebration 27 families in attendance • March 6th Black History Celebration • Quarterly Attendance Celebrations	For the 2020-2021, parent and family engagement opportunities will include: • House days • Orientations • World Read Aloud Da • Academic Showcase • Thanksgiving Dinner • Breakfast with Santa • Cuts for the Holidays • Concerts • A musical production • Black History Month Celebration • Attendance Celebrations
4.	**Community Engagement Team**	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.	CET will continue in partnership with Center For Youth. The team will continue to meet monthly. The intent is to continue with the identified partnerships, adding Nazareth College to the list, for the 2020-2021 school year

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. **Happy Birthday Cha Cha Cha** is a non-profit organization that works to celebrate the birthdays of students in grades Kindergarten through second grade. Each month, HBCCC delivers presents for students whose birthday is that month. Gifts include two toys and drawstring backpack filled with cookies, socks, underwear, and other supplies.	

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

Identify the school's model, framework, and the EPO.	Identify the evidence that supports your implementation of the design framework and its impact on student achievement. Describe the way the EPO has been involved in the implementation.	2020-21 Continuation Plan

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

Budget Analysis		
SIG expenditures	If expenditures from the approved 2019-20 FS-10 and Budget Narrative are on target, describe their impact about 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 2020-21 SIG FS-10 budget, Budget Narrative, and M/WBE documents.
	The expenditures in the 2019-20 FS-10 were on target until the closure in March. An amendment was submitted to increase the availability of technology to students.	**BUDGET FORMS ARE AVAILABLE AT:** http://www.oms.nysed.gov/cafe/forms/.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234

2020-21
School Improvement Grant 1003

Continuation Plan Cover Page

District Name Rochester City School District

School Name RISE Community School #106

Contact Person Christine Caluorie-Poles	**Telephone (585) 474-7817**

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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 School Chief
Typed Name: Dr. Carmine Peluso	Date: 8/28/2020

Rev. May 12, 2020