

Quarter 4 Receivership Survey

| Respondent's Credentials | |
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| School District: | Rochester City School District |
| Superintendent: | Barbara Deane-Williams |
| School Name: | Roberto Clemente School #8 |
| School Principal Name: | Laurel Avery-DeToy |
| School Principal Appointment Date: | August 2015 |

2. What are the accomplishments of the 2017-18 school year that you would like the community to know about your school?

Roberto Clemente School #8 has made significant gains in meeting the social-emotional needs of its students, through use of multi-tiered systems of support that include implementation of Second Step curriculum, utilization of Restorative Practices and TCIS, utilization of the cool down zone and revamping the ATS room.

Indicator #5:

Attendance:

- Has improved to 89.9% daily (89% in 16-17) (RCS D average is 85.1% (85.4% in 16-17))

Suspensions:

- Overall decrease in suspensions of 51% since 2016, 13.46% since 2017.
- Decrease in out-of-school suspensions of 76% since 2016, 40% since 2017.
- Decrease in long-term suspensions of 88% since 2016, 80% since 2017.
- Decrease in unduplicated suspensions per 100 students by 26% since 2016, increase from 2017 of 9% (Interventions resulting in less students being suspended multiple times)
 - 96 students account for all 270 suspensions
 - 37 of the 96 are SWD
 - 60 of the 96 have 2 or more suspensions (26 of these students are SWD)
 - 40 of the 96 have 3 or more (18 of these students are SWD)

Referrals:

- Total of 949 Office Disciplinary Referrals (Decrease of 46% from 2017)
- Cool Down Zone saw 2425 students; ATS saw 300 students from December to June (Students are now self-referring and proactive with this option)

The school has also seen significant academic growth, as indicated through analysis of formative and summative data collected throughout the school year.

Indicators #9, 15, 33, 39, 85, 11, 14, 17, 20:

Accelerated Learning:

- 51 8th graders taking credit-bearing coursework
 - 13/51 students achieved Spanish 1A proficiency
 - 0/23 accrued Earth Science Regents credit
 - 7/18 accrued Algebra I Regents credit

Schoolwide ELA and Math Growth:

- NWEA-MAP Math growth – 47.9% of students met individual growth targets (target set was 45.8%)
 - 6/9 grade levels above the school-wide average
- NWEA-MAP Reading growth – 40.2% of students met individual growth targets (target set was 48%)
 - 4/9 grade levels above school-wide average
- AIMSWEBPLUS – demonstrated improved growth in both literacy and numeracy for students at the K-2 grade levels

Roberto Clemente School #8 has strengthened its community-oriented model, including its partnership with EL Education, by refining its implementation of inquiry-based instructional practice and EL HOWLS, increasing its provision of both formal and embedded professional learning focused on the EL framework and strengthening family/community engagement. RC8's ELT program continues to thrive, as increased participation in and provision of arts/music enrichment programming, intervention services and structured recess support individualized student need.

Indicators #1, 94:

EL Education:

- EL Education Implementation Review score growth of 21 points (was 61/130 in June 2016, 82/130 in June 2017, 93/130 in June 2018)
- Implementation of 2 inquiry and standards-based EL student expeditions per grade level
- Increase in displays and showcasing of high-quality student work resulting from expeditions from all grade levels
- 80 – 100% of staff consistently implementing EL practices
- 100% of staff receiving EL Education-focused PD, including feedback on implementation from both teacher peers, support staff and administrators

ELT:

- 100% of programming staffed by RC8 teachers and support staff, who know students as individuals and learners (“Every student by face and by name”)
- 100% of students participate
- At least 200 additional hours of programming offered
- 100% of offerings aligned with EL Education Workplan, content area curricula and derived from student/staff input
- Increase in participation in arts/music offerings
- Significant factor in increased attendance and improved school climate

Family/Community Engagement Events:

- Continued 2 yearly student-led conferences
- Implemented Rights of Passage at 8th grade, showcasing students work and readiness for high school.
- Continued 2 student exhibition nights showcasing student learning (250+ in attendance and 400+ in attendance, respectively, for Fall and Spring)
- Data collected via survey indicate these events highly valued by families, staff, students and community members

3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2018-19 to make Demonstrable Improvement on these indicators?

Indicator #85: Grades 4 and 8 Science All Students Level 3 and above

Steps to continue growth include those below. Time has been built into RC8's master schedule to allow for grade level meetings daily.

Instruction:

- In the process of working with RCSD to find a new teacher to lead Science instruction at grade 8 while maintaining the high school credit opportunity. Currently 9 science vacancies in the district. This is very concerning to us.

Use of Data:

- Tracking and posting of lab minutes for students to see for motivation

4. Did the superintendent use her Receivership Authority in the 2016-17 school year?

Yes

No

If choice is yes: please specify how the Superintendent receiver authority was used.

The Superintendent Receiver Authority was utilized in multiple ways during the 17-18 school year:

1. Election to Work Agreements (EWA) were continued to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.
2. Staffing was a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers was a priority and Receivership schools were given first access to available teachers. Additionally, principals of Receivership schools were allowed to recruit teachers from other non-Receiver ship schools.
3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal disruptions in the schools. All placements were reviewed by the School Chief as part of the process.
4. School Chief position to directly support and develop the Receivership Principals. The School Chief held weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
6. Future opportunities for use of the Superintendent Receiver Authority includes exploring additional bargaining unit flexibilities.

5. Is your **district** interested in presenting a best practice at the second Promising Practices conference?

Yes

No

If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?

EWA, TEAM Time, Social Emotional Growth, whatever you need.

6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

Please see question #2 for specific data.

Overall, Roberto Clemente School #8 is trending upward in *growth* in most areas.

Qualitative and quantitative data indicate significant improvement in the school's culture and climate; a direct result of the improved provision of multi-tiered systems of support to address students social-emotional needs.

Along with significant growth in the school's culture and climate have come smaller gains in academic growth. In review of data, the school believes that with its establishment of an improved environment for learning for the entire school community, it is poised to make greater gains in academic achievement, and has prioritized plans for continued improvement as follows: particular focus on an improved RtI process, increased professional development for a targeted group of teachers, and continued refinement of its implementation of the EL Education Workplan.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

School #8's CET is a dedicated team that meets every other month, consisting of representatives from the Rochester Library, Rochester Police Department, Rotary Club, Center for Youth, EL Education, RC8 administration, instructional coaches and data coach, the YMCA, St. Thomas Church and Monroe County Mental Health Center.

At each meeting, data is reviewed, trends are identified, and needs are prioritized. The team then works collaboratively to brainstorm action plans to address needs, implements, and reports out on outcomes at the following meeting.

While School #8 has recruited one parent representative this school year, it acknowledges the need for greater parent participation on this team in order to ensure equity in the voices of all stakeholders.

RC8 has officially implemented the Community School Model. Leadership was appointed in April, 2018. New partnerships include Project Clean, Therapy Dog International, Assisi Institute, Project Unique, Healthy Kids New York and Cornell Cooperative.

8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

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Onsite visits by NYSED OISR:

- Provide an opportunity for the school to showcase improvement, reveal challenges and receive targeted feedback on each. Provided additional support throughout the year to work on increasing student achievement at grades 6-8.

SIG:

- Funding to support improvement efforts critical to providing adequate resources to lift the school

Technical Assistance:

- OISR has provided guidance in SIG and Receivership processes and procedures

9. In what ways can OISR better serve your district/school's improvement efforts?

Accountability:

- Consideration of opt-outs in accountability calculations
- Keep targets consistent throughout school year. This year changes were made where Indicator 1 was removed.
- The required regent's score was shifted from 65 to 80 to be a level 3.

Teacher Shortage:

- Consideration of alternative certification requirements in shortage areas (technology, bilingual and ENL, Special Education, etc.)