

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 2016-17 school year that you would like the community to know about your school? | |
| <p>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, and establishment of two Cool Down Zones.</p> <p>Indicator #5: <i>Attendance:</i></p> <ul style="list-style-type: none"> Has improved to 89% daily (RCSD average is 85%) <p><i>Serious incidents:</i></p> <ul style="list-style-type: none"> 75% decrease in VADIR since 2015 <p><i>Suspensions:</i></p> <ul style="list-style-type: none"> Overall decrease in suspensions of 43% since 2016 Decrease in out-of-school suspensions of 59% since 2016 Decrease in long-term suspensions of 47% since 2016 Decrease in unduplicated suspensions per 100 students by 45% since 2016 <ul style="list-style-type: none"> 58 students account for all 285 suspensions 31 of the 58 are SWD 38 of the 58 have 2 or more suspensions 18 of the 58 have 3 or more (13 of these students are SWD) <p><i>Referrals:</i></p> <ul style="list-style-type: none"> Total of 1755 Cool Down Zone saw 3620 students; ATS saw 891 students; however, total out-of-school suspensions were 177 (decrease of 43% as noted above); this data suggests that students' social-emotional needs are being more effectively addressed through this implementation of multi-tiered systems of support, thereby reducing out-of-school suspensions <p>The school has also seen significant academic growth, as indicated through analysis of formative and summative data collected throughout the school year.</p> <p>Indicators #9, 15, 33, 39, 85, 11, 14, 17, 20: <i>Accelerated Learning:</i></p> <ul style="list-style-type: none"> 18 8th graders taking credit-bearing coursework <ul style="list-style-type: none"> 4/5 students achieved Spanish 1A proficiency | |

- 4/16 accrued Living Environment Regents credit
- 10/17 accrued Algebra I Regents credit

Schoolwide ELA and Math Growth:

- NWEA-MAP Math growth – 33.8% of students met individual growth targets (target set was 45.8%)
 - 5/9 grade levels above the school-wide average
- NWEA-MAP Reading growth – 34.6% of students met individual growth targets (target set was 48%)
 - 3/9 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 61/100 in June 2016, 82/100 in June 2017)
- Increase from 1 to 2 inquiry and standards-based EL student expeditions per grade level
- Increase in displays and showcasing of high-quality student work resulting from expeditions
- 80 – 100% of staff consistently implementing EL practices
- 100% of staff receiving EL Education-focused PD, including feedback on implementation from both teacher peers and administrators

ELT:

- 100% of programming staffed by RC8 teachers and support staff, who know students as individuals and learners
- 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:

- Increase from 1 to 2 yearly student-led conferences
- Increase from 1 to 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 2017-18 to make Demonstrable Improvement on these indicators?

Indicator #1: Make Yearly Progress
 Indicator #33: 3-8 ELA All Students MGP
 Indicator #39: 3-8 Math All Students

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

Instruction:

- Prioritize instruction to include literacy, numeracy and character focus at all grade levels
- Weekly PD on effective instructional strategies for all students (EL Education)
- Daily walk-throughs with feedback aligned to Danielson rubric and EL Education Workplan
- Focus on providing feedback on formative assessments using clear rubrics
- Increased and refined use of RtI process, including embedding tiered interventions into lessons
- Refined use of Walk to Intervention

Use of Data:

- Continued use of data sheet for every student, promoting culture of knowing every child by face and name
- Consistent use of benchmark assessments, analysis of resulting data by grade level teams, and identification of standards in need of improvement
- Consistent analysis of formative assessment data resulting from use of team-created rubrics
- Increased monitoring of RtI strategy implementation specific to each student

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 16-17 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. A new School Chief position was created 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 all 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 it 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.

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

Onsite visits by NYSED OISR:

- Provide an opportunity for the school to showcase improvement, reveal challenges and receive targeted feedback on each

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

Teacher Shortage:

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