Part III. "Best Practices" will be shared with other districts on the STO website and on NING. Please use one form per practice.

A Best Practice can be about:
- (1) LP/PC joint accountability with the LEA to improve student achievement; (2) seven educational components of the Project Plan; or (3) the Community-Oriented Schools design framework.

The Best Practice is one that is:
- (1) currently being implemented; (2) a direct result of your SIF grant; (3) supported by data to support its effectiveness; and (3) supported by an observable positive impact on the school/district.

Your writing should be as specific and concise as possible for readers to easily replicate the practice:
- (1) be written in plain language with paragraphs no more than 5-6 sentences in a two page maximum document; (2) reference facts; and (3) be written in the active voice (e.g., "X partner provided Y trainings.").

- **School/District Background:** To give the reader a clear picture of your school, district, and community provide an overview of enrollment, geographic location, and the school/district needs that led you to apply for the SIF grant. Provide the website URL for your school/district.
    - **K-8- located in the Northeast quadrant of the city.**

Enrollment by Student Classification

General Education	577
Students with Disabilities	84
Economically Disadvantaged	576
English Language Learners	45
Students in Bilingual Programs	1

Enrollment and Average Daily Attendance by Grade

Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance
PK3	3	0.5%	75.6%
PK4	28	4.2%	84.2%
Kindergarten	68	10.3%	88.7%
Grade 1	70	10.6%	91.7%

Grade 2	64	9.7%	91.3%
Grade 3	81	12.3%	93.7%
Grade 4	69	10.4%	93.3%
Grade 5	61	9.2%	93.3%
Grade 6	72	10.9%	90.8%
Grade 7	83	12.6%	90.5%
Grade 8	62	9.4%	89.9%
Total	**661**	**100.0%**	**89.4%**

Eligible for Free or Reduced Lunch
(based on processed applications)

Eligible for Free and Reduced Lunch	576	87.1%
Not Eligible	85	12.9%
Grand Total	**661**	**100.0%**

Roberto Clemente School 8 is an Expeditionary Learning School. Last year marked the end of the SIF grant which funded the partnership. Although the school was partnered with EL for 3 years, a more structured and consistent implementation occurred during 2013-2014 school year. There was a change in the Leadership Team during the 2013-2014 school years, which has remained consistent into this current school year. Past history of the school has seen a change in Leadership yearly from 2002; ("Leadership includes- Principal, Assistant Principals and Instructional Coaches).

The school, while not in favor of the Expeditionary Learning model at the start of the partnership, has better embraced the structures, guiding principles, practices and protocols of the "EL Framework." An Expeditionary Learning Work Plan is in place and the Implementation Leadership Team meets monthly to monitor progress toward goals. Staff attends PD 2 x each month and there is evidence of PD transferring to classroom practice.

At the middle school level, an "extraordinary circumstance" to be aware of is that there is only 4 teachers who were here last year. There are 8 new staff (from math and ELA to PE) who have been added that have varying levels of EL experience and varying levels of experience with middle school students. Therefore, we have had to work diligently to rebuild the team and re-establish consistencies. This has been a factor since the addition of the 7th and 8th grade students. Each year brings new staff and the same challenges. In addition, itinerant staff (PE, Art, Spanish, FCS .2 Science and . 2 SS) are not available for grade level meetings, PD or to students/parents outside of the regular time they are scheduled in the building.

- **Best Practice:** Thoroughly describe a promising practice that is currently being implemented and can be easily replicated by another school/district. Describe the need that has been addressed by the use of this practice.

  - The Administrative Team has developed a CWT (Classroom Walk Through) practice that is addressed at weekly meetings: Each week there is a "focus" on a particular domain and/or indicator in the Danielson rubric.
  - The team has attended training on the Danielson Framework over the past summer. During weekly administrative meetings, each administrator brings 2-3 CWT and we provide feedback to each other on what has been shared with teachers. We discuss ways to use the materials provided during the PD to develop a consistent language and practices around feedback to staff.
  - The Administrative Team has developed a "monitoring" tool that identifies number of classroom observations and by which administrator.
  - The Administrative Team has developed common pre-conference and post conference questions.
  - The Administrative Team will participate in on-going PD around the Danielson Framework.
  - The Leadership Team is providing on-going PD to staff on Data Driven Practices and will implement "common assessments" in grades K-8.
  - Using the Common Assessments, a LASW protocol will be used to assess students' skills around writing to a prompt.
  - The Leadership Team is in the process of revising the Data Plan to reflect the priorities of the 2014-2015 school year.
  - The Leadership Team is creating a PD plan for the 2014-2015 school year that supports the implementation of the school priorities.
  - The Leadership Team implemented every other month Learning Walks last year and will continue to use this practice this year along with an Instructional Rounds model to monitor and inform the PD plan and progress towards the school priorities.
  - The Parent Liaison works to better engage families to explicitly building priorities and goals to improve the quality of school life.
  - Establishing a mentor program (RBI) to better support Tier 3 (red level) students.
  - Better connection with the YMCA program that is a building based after school program addressing academic and social aspects.

- **Evidence:** Describe the data showing evidence of success of this practice. Include early indicators of success and early wins. Include the observable, positive impact this practice has on the school/district.
  - The attached EL IR Report details review of curriculum, instruction, assessment, culture and character, and leadership from the EL lens. The school received a total score of 76, when their target score was 66, and their score the previous year was 58.
  - The attached NWEA trends and comparison reports outline growth in students from previous grade level to present grade level, showing significant gains in RIT scores, and growth points per year by grade level.
  - DTSDE Review in Fall 2014 documented changes to curriculum, teaching strategies, and building culture (see attached self-assessment)

- **Sustainability:** Now that your grant has ended, describe the steps your school/district have in place to sustain your best practice. Include details of funding, staffing, and school/district changes that need to be in place to sustain this best practice. See above for detailed District support for sustainability. The school is also planning on applying for additional grant funding to sustain the up and coming Expeditionary Learning Model the school has adopted with success.