

SCHOOL-LEVEL PLAN

II.A. Needs of Systems, Structures, Policies, and Students

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:

II.A.i. Description of Student Population Served

Use school data and descriptive language, to describe the school's student population and the unique needs of sub-groups (e.g.: underperforming sub-groups, students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

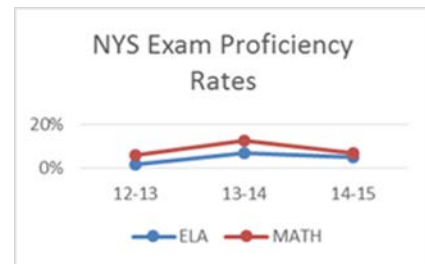
Dr. Walter Cooper Academy School #10 serves 365 students in grades PreK – 6. The school was opened in 2009, and is named for a prominent local leader, who is still living and active in the community. The school enrolls students from all over the city, resulting in a student population that is three-quarters African-American, 16% Hispanic, and the remainder White. While the Rochester City School District is deemed 100% eligible for free meals because of our high level of poverty, Dr. Walter Cooper Academy's poverty rate is 75%. The school serves a higher proportion of Students with Disabilities (21.8%) than the Districtwide average, but fewer English Language Learners (4.4%).

The school has historically posted attendance rates over 92%, and several points above the District average; the school's 1516SY attendance rate was 93%. During this school year, 21.7% of DWCA students were chronically absent, defined as missing at least 10% (18 days) of the school year. The school has focused efforts on reducing chronic absence in primary grades, reducing the chronic absent rate in primary from 27% in 1415SY to 20% in 1516SY.

In the 1516SY, the school suspended 29 students a total of 58 times. DWCA has a relatively low unduplicated suspension rate, 7.7 per 100 students. However, the number of total suspensions has steadily risen over the past three years, and this year's 58 suspensions represent a 41% increase over the prior year's total.

Academic Performance

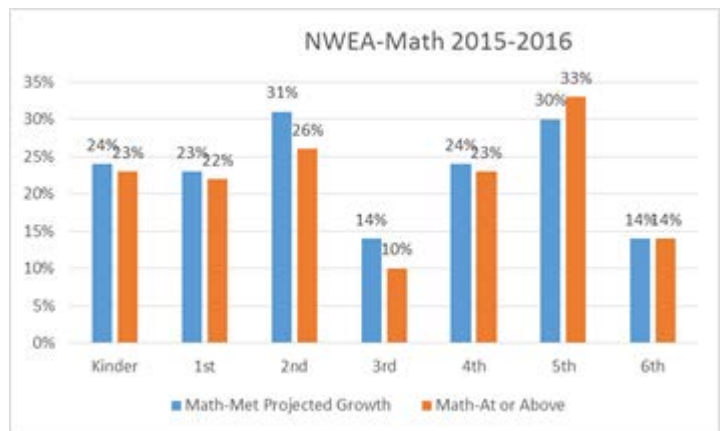
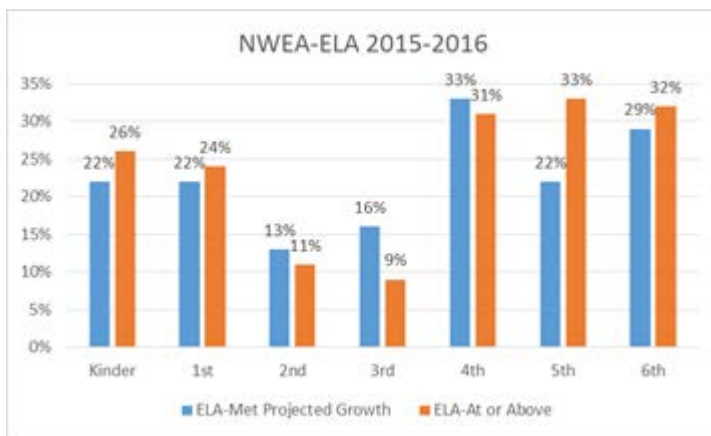
DWCA's proficiency rates declined over prior year, and were the same as the district averages at 5% for ELA and 7% in Math. While the 1516SY results are not currently available, the Spring NWEA data projected that these rates would not show substantial improvement.



Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 Math	42	2	5%	45	3	7%	41	2	5%
Grade 4 Math	46	3	7%	41	4	10%	47	4	9%
Grade 5 Math	32	2	6%	40	6	15%	30	2	7%
Grade 6 Math				37	6	22%	35	3	8%
Total	120	7	6%	163	21	13%	154	11	7%

Item Name	2012-2013			2013-2014			2014-2015		
	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4	Total Tested	Level 3-4	% 3-4
Grade 3 ELA	42	1	2%	45	2	4%	42	2	5%
Grade 4 ELA	46	2	4%	40	4	10%	48	2	4%
Grade 5 ELA	33	0	0%	40	3	8%	35	0	0%
Grade 6 ELA				36	2	6%	37	4	11%
Total	121	3	2%	161	11	7%	162	8	5%

Delving into the Spring NWEA data reveals that overall, 24% of DWCA students met their individual growth targets from fall to spring, and even fewer (20%) met the national norm for their grade level. The chart below shows different patterns across grade levels. Math results tell a similar story with 24% meeting growth targets and only 15% hitting the norm.



II.A.ii. Description of Diagnostic School Review

Describe the most recent systematic in-depth diagnostic school review of the school conducted by the district and the school data used (e.g., a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts) to determine its existing capacity, strengths, and needs.

Dr. Walter Cooper Academy had a full District-led school review using the mandated Diagnostic Tool for School and District Effectiveness (DTSDE) rubric and process in December of 2015. The three-day review followed the required protocols and included classroom visitations in every classroom, document and data review, interviews and focus groups with school leadership, teachers, support staff, students and parents. Information from other progress monitoring sources such as the National Center for Time and Learning’s walkthrough was also included. EL Education has also conducted a strength and needs assessment of the school, which is considered a diagnostic assessment of Dr. Walter Cooper Academy.

II.A.iii. Community and Family Input in School Review

Discuss evidence of community and family input in this review.

The DTSDE review included a parent focus group, which was attended by 14 parents. Interviews with community partner agencies also occurred during the review. There was not a full parent survey completed at the time, but the review team found evidence that families were very active throughout school decision-making processes.

II.A.iv. Results of Systematic School Review

Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.

The DTSDE review team identified many structures and practices necessary for school improvement at Dr. Walter Cooper Academy, but also noted that these were not consistently in place across the school, nor were they monitored systematically.

The reviews found critical ingredients such as standards-based, interdisciplinary unit planning in place. However, daily lesson plans were less thoughtfully crafted and did not show how students were intended to progress to meet the target, nor how the learning would be assessed that day. The team did observe consistent use of learning targets, with most students being able to speak to the target. Strong classroom rituals and routines and the use of common protocols for learning were observed, and the majority of students were on task.

The challenge observed was that most of the questions or learning tasks observed in daily plans and instruction required only low levels of cognitive demand, staying primarily at the recall, identify, restate type of questioning. Most instruction was whole group and teacher led, or independent but not rigorous. Work products shared did not always show high, grade-level expectations, nor exemplars and rubrics for students to achieve.

A variety of assessment data was available and mentioned, and teacher collaboration structures such as common planning time were in place. It was less clear how the assessment data is applied to lesson planning and instruction, and the team did not see consistently strong practices of differentiation such as grouping, tiered work assignments, or targeted student feedback. Many students were not able to articulate how they were doing academically, and what specifically they were learning about, what they do well and what they need to work on. While the school has made inroads into organizing a system to track the standards by grade level, and to organize resources for interventions, this was an area that instructional leadership should take on. At the midyear point, the school did not have a way to gauge progress toward mastery and/or skill development across grade levels, or the school.

Dr. Walter Cooper Academy has a strong, positive family feel that functions as an environment of respect and rapport. The Morning Meeting structure was evident and adults and children have strong relationships. Parents also expressed a strong connection to the school community. However, staff expressed a growing concern that too many students have needs and behaviors that disrupt the learning environment, and that increasingly they do not feel equipped to support students socially and emotionally. The staff and student survey suggest that this is an area of need as well. The staff felt that the presence of community partners embedded in the school day, due to the expanded day model, has decreased their ability to operate by The Cooper Code and their schoolwide consistencies of behavior. They also felt that they were not equipped to meet the needs that students were bringing to school, and wanted a stronger home-school connection.

II.A.v. Prioritizing Identified Needs for SIG Plan Implementation

Discuss how the LEA/school will prioritize these identified needs to implement the SIG model and plan.

The following items are prioritized based on the school's greatest need to improve and sustain overall academic outcomes for every scholar.

1. Implement a system for teachers and administrators to meet to review and disaggregate student assessment data and progress toward mastery of standards and identified goals, as well as plan for next steps.
2. Strengthen lesson design that results in Common Core State Standards-based instruction that includes higher-level questioning techniques, student engagement, rigor and the use

- of the Daily 5. Work to deepen individual toolboxes around the use of discussion protocols, checking for understanding strategies and total participation techniques.
3. Administrators will organize and maintain schoolwide systems to monitor curriculum and assessment, and social-emotional supports, by conducting weekly walkthroughs and review lesson plans to monitor teachers' progress and provide them with needed support to improve their practice. Leadership team will include established protocol for data review.
 4. Improve and sustain a positive school culture by reinforcing our schoolwide Cooper Code, implementing the use of restorative practices and infusing these practices throughout the entire school setting including the cafeteria and recess.
 5. Implement a more structured approach to reducing chronic absenteeism.

II.B. School Model and Rationale

The LEA/school must propose a SIG plan as a plausible solution to the challenges and needs previously identified. This section must address each of the following elements:

II.B.i. Rationale for Selection of SIG Model

Describe the rationale for the selected model (*Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention*). The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed in Section II.A.

The Innovation & Reform Framework has been selected as the best fit for Dr. Walter Cooper Academy for a variety of reasons. First, the District is not positioned to restart or turnaround the school, given the system implications, nor was there a desire to remove the founding principal of the school. The school has cultivated an extremely strong united vision among leadership, staff and parents that is vested in the school realizing the goal of implementing EL Education at high levels. The school's mission is "Scholars Today, Leaders Tomorrow, Learners for Life!" which aligns with the fundamental concept of the college and career readiness pathway, anchored in a rigorous and intentional elementary level program.

The EL Education framework provides a continuum of experiences in the world that lead learners to truly be college and career ready. From the age of five, students are asked not just to "do science" but to be scientists, posing and answering questions, working in real world community settings, and creating authentic products that have a purpose in the real world. This cumulative experience in these roles will allow students to leave Dr. Walter Cooper Academy prepared for middle school and beyond. Furthermore, cultivating reflection and ownership of the learning process is a hallmark of EL Education; this is a "soft skill" that both post-secondary institutions and employers demand; Dr. Walter Cooper Academy will teach it from a young age.

EL Education articulates three key domains of student success: mastery of knowledge and skills, character, and high-quality work. The student competencies listed below read very similarly to 21st Century Learning Skills and to the types of "academic enablers" deemed necessary for college success. In short, EL scholars are being intentionally prepared to become knowledgeable, competent, active leaders in life.

In this proposal, EL Education will not serve as an Educational Partner Organization; instead it plays a significant role in instructional leadership, in strategic decision-making, in curriculum and assessment. Through a combination of professional development and on-site School Designer partnership, EL Education will shape curriculum, instruction, climate and systems, as well as playing an active role in setting performance management targets and creating an annual work plan to accomplish school improvement.

Mastery of Knowledge and Skills	Character	High-Quality Student Work
Students Teachers and Leaders	Students Teachers and Leaders	Students Teachers and Leaders
Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)	Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding
Apply their learning: transfer knowledge and skills to novel, meaningful tasks	Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)	Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives	Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)	Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines		

Furthermore, Dr. Walter Cooper, the school’s namesake, is a living local hero who embodies the concept of college and career-readiness. As the first African-American to earn a Ph.D. in Chemistry from the University of Rochester, a research scientist and civil rights activist, and an Emeritus Regent in NYS, Dr. Cooper is an example of the real-world relevance of “college and career readiness” for students at DWCA.

II.B.ii. Key Design Elements of SIG Model

Refer to the description of the model on Pages 5-9 or the RFP and describe the research-based key design elements and other unique characteristics that will comprise this model.

Under the Innovation & Reform Framework’s College & Career Pathway, there are requirements that this Reform Plan at Dr. Walter Cooper Academy addresses:

- First, the school will partner closely with EL Education, which will play a significant role in curriculum, instruction, instructional leadership and use of data. Through a contractual agreement and the onsite work of a School Designer, EL Education will collaboratively create the annual work plan, inclusive of performance management targets, and share the collective work of meeting those targets.
- As explained in the previous section, EL framework offers an academic program that results in students being prepared for high-quality and advanced coursework in middle school and beyond, and being prepared with habits and character dispositions that align with both workforce and college expectations. Furthermore, through the expeditions, it places students in authentic real-world field studies, interacting with professionals in a wide variety of disciplines.
- In addition, the school will partner with the International Institute of Restorative Practices to implement restorative practices schoolwide over two years. This set of dispositions—to be reflective, to be able to accept responsibility for one’s

actions, to cultivate empathy for others, to come up with peaceful solutions to conflict—this set of leadership skills are both innovative and supplemental to a sound educational plan. The coupling of EL and restorative practices will bring the “Scholars Today, Leaders Tomorrow, Learners for Life” mission to life in ways that will transform lives and the community.

- To make the college and career link even more explicit, the school does actively cultivate partnerships with higher education institutions. A prime example is the Saturday program where students spend 10 weeks in on-campus laboratories with University of Rochester Medical Students. The school is working to develop explicit 6th grade explorations that would support the “future orientation” toward the high school experience as well.
- The partnership with both of these organizations, EL Education and IIRP, grows out of the existing work and vision of the school community, and is aligned to district shifts in curriculum and instruction and restorative practices, thus very much drawing on the support of multiple stakeholders with a vested interest in improving achievement.

For all of these reasons, the Reform Plan outlined herein meets the requirements of this model. We are confident that our reform plan will significantly improve student achievement at Dr. Walter Cooper Academy, preparing all scholars for successful lives in post-secondary, career and as contributing members of the community at large. The key strategies of our proposed Reform Plan are:

1. Ensure high-quality, standards-based, relevant curriculum and instruction by implementing Expeditionary Learning with fidelity and rigor, K-6.
2. Strengthen the school’s systemic use of assessment for learning in ways that target instruction and intervention to promote student growth and mastery of CCLS.
3. Revitalize school climate through the schoolwide system of The Cooper Code, bringing character and leadership to life, by launching a schoolwide focus on restorative practices.

II.B.iii. Model Selection Process

Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and decision-making processes.

This decision was made through a series of thoughtful discussions between and among members of the School-based Planning Team and Principal, the Board of Education, the Superintendent and Deputy Superintendent, the Office of School Innovation, the School Chief and EL Education. This school is a tightly knit community and a school that has just matriculated its inaugural group of 6th graders, and the school team has a cohesive sense of the vision and the pathway to get there. The plan builds on the School Comprehensive Education Plan which was created through several collaborative structures.

II.C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must include the following elements:

II.C.i. ELA Goal and Objective

Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed. For all schools having primary-grade students, one objective must discuss how all children will be able to read at grade level by age 8.

For the purposes of this RFP, *goals* are intended to be broad and to guide the formation of (more specific) objectives. An *objective* is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal.

Overall Goals 1 and 2 of our Reform Plan directly support these specific ELA targets.

Goal 1: Improve literacy, mastery of knowledge, and quality of student work through the effective implementation of EL Education's framework standards-based, relevant curriculum and first teaching.

Goal 2: Strengthen the school's use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.

- ELA-specific Objective: Increase the number/percent of students who make 75% or more growth on Spring NWEA by ten percent in ELA to 30% schoolwide.

II.C.ii. Math Goal and Objective

Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

Overall Goals 1 and 2 of our Reform Plan directly support this specific math target.

Goal 1: Improve mastery of knowledge, and quality of student work through the effective implementation of math modules, relevant curriculum and first teaching.

Goal 2: Strengthen the school's use of assessments for learning in order to better target instruction and intervention, resulting in more students achieving grade level performance in reading and math.

- Math-specific Objective: Increase the number/percent of students who make 75% or more growth on Spring NWEA by 12% in Math to 36% schoolwide.

II.C.iii. Additional Goals and Objectives

As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

Dr. Walter Cooper Academy's Reform Plan will ready scholars for success in college, career and citizenship. One of the hallmarks of EL Education is that it presents students with a well-rounded comprehensive approach to education. For that reason, we present our goals here as a coherent work plan, and have pulled selected specific ELA and math goals up into previous sections, as requested.

Goal 1: Ensure high-quality, standards-based, relevant curriculum and instruction by implementing Expeditionary Learning with fidelity and rigor, K-6.

- **Objective 1.1:** Secure appropriate EL Education Institute training for all teachers and instructional leaders at Dr. Walter Cooper Academy by June 2020
 - RCSD's Department of African and African American Studies will provide Professional development for all staff about culturally relevant instructional practices, curriculum and materials
 - With support from community resources and experts, professional development will be provided to support teachers in identifying and selecting materials and practices to support student achievement
 - As a part of our 2019-20 EWA all RTA bargaining members will be required to attend 1-hour professional development twice a month. In addition, professional planning will be increased from 30-minutes to 60-minutes a week during the contractual work day
 - Planning will increase from 30 minutes a week to 60 minutes a week for the 2019-20 SY
 - DWCA will continue to implement EL Education's ELA curriculum and the math modules with integrity. The pacing of both curriculums will be adjusted to provide maximum time for student achievement. Teachers will be provided with professional development and planning support to scaffold and differentiate instruction for all students.
- **Objective 1.2:** Design curriculum that is integrated, rigorous, promotes higher order thinking and results in the creation of high-quality work through a focus on designing two strong expeditions at each grade level.
 - The school will continue to use both EL Education's ELA Curriculum/Skills/ALL and the math modules, however adaptations will be made based on student data to increase student achievement
 - DWCA will rely on community resources and experts to provide professional development and coaching support to teachers to tier and differentiate of standards and instruction
 - Because this is our 2nd year of implementing EL Education's ELA curriculum, teachers will incorporate authentic community service components to two of the four modules
 - DWCA will continue to implement EL Education's ELA curriculum and the math modules with integrity. The pacing of both curriculums will be adjusted to provide maximum time for student achievement. With support from community resources and experts, teachers will be provided with professional development and planning support to scaffold and differentiate instruction for all students
 - With support from leadership, teachers will integrate inquiry based, action based/movement into lessons when applicable
 - DWCA's instructional committee will create consistency in language, vocabulary, materials and instructional practices across all content areas. Consistencies will be shared with teaching and support staff at all professional development opportunities
 - The 2019-20 schedule will allow for a 40-minute science block every day

- DWCA will continue to utilize the Common Core modules, scaffolding and differentiating to provide all students with opportunities for achievement
- ~~Objective 1.3: Provide expectations, professional learning and follow-up support and monitoring such that all classroom teachers will implement the Daily 5 and Core Knowledge Skills Strand in literacy instruction by October 2017.~~
- Objective 1.4: Maximize the power of teacher collaboration through facilitated protocols at collaborative planning time and job-embedded coaching cycles.
 - With the support and guidance of the district's Director of African and African American Studies, professional development will be provided for all staff about culturally relevant instructional practices, curriculum and materials, literacy, best practices and differentiation to meet the needs of all learners in all content areas.
 - PD will be provided with a stipend for additional PD hours.
 - Additional professional development will be provided during the school day throughout the school year and over the summer; Staff stipend or PDI will be offered
 - EWA will specify specific planning requirements with grade level and content area
 - As a part of our 2019-20 EWA all RTA bargaining members will be required to attend 1-hour professional development twice a month. In addition, professional planning will be increased from 30-minutes to 60-minutes a week during the contractual work day
 - Vertical planning will be incorporated into twice monthly professional development and weekly planning during the contractual work day
 - Leadership will utilize the What? So What? Now What? and Analyzing Student Work Protocols to drive grade level and planning discussions
 - As a part of our 2019-20 EWA all RTA bargaining members will be required to attend bi-weekly PD
- Objective 1.5: Students will develop a sense of ownership as well as stronger writing skills through consistent use of the four-square organizer and the 6+1 Writing Traits. Various protocols for feedback and revision will be utilized.
 - Schedule will allow for an isolated 30-minute writing block; an isolated 40-minute science block; social studies will be embedded in ELA modules
 - Schedule will allow for DWCA's instructional committee will create consistency in language, vocabulary, materials and instructional practices across all content areas. Consistencies will be shared with teaching and support staff at all professional development opportunities
- Objective 1.6: Students will use authentic real world texts as a source of knowledge to explore big ideas and grapple with guiding questions connected to the expeditions. Students will demonstrate proficiency based on a variety of rubrics and criteria lists aligned to the CCLS through standards, targets and assessment.
 - DWCA's instructional committee will create consistency in language, vocabulary, materials and instructional practices across all content areas. Consistencies will be shared with teaching and support staff at all professional development opportunities
 - With the support and guidance of the district's Director of African and African American Studies, DWCA will provide professional development for all staff

- about culturally relevant instructional practices, curriculum and materials, implicit bias
- Prior to implementation, with the support and guidance of the district's Director of African and African American Studies, leadership and teaching staff will review text materials at every grade level to determine cultural relevance and student engagement
- Teachers will continue to have access to science anthologies, student texts, and hands-on materials for each unit of study.
- Teachers will refer to NYS released test questions as a model student work; test questions and vocabulary will align with curriculum instruction and RtI plans on a regular basis. We will continue to utilize evidence-based best practices across all content areas
- DWCA will rely on community resources and experts to provide professional development to support teachers in identifying and selecting materials and practices to support student achievement. Planning will increase from 30 minutes a week to 60 minutes a week for the 2019-20 SY
- **Objective 1.7:** Students will grapple with and solve complex problems through use of the workshop model.
 - The school will continue to use both EL Education's ELA Curriculum/Skills/ALL and the math modules, however, with the support of the EL school designers, adaptations will be made based on student data to increase student achievement
 - DWCA will rely on community resources and experts to provide professional development and coaching support to leadership and teachers to tier and differentiate of standards and instruction
 - Schedule will allow for an isolated 30-minute writing block; an isolated 40-minute science block; social studies will be embedded in ELA modules
 - With support from community resources and experts, professional development will be provided to support teachers in identifying and selecting materials and practices to support student achievement
 - DWCA will continue to implement EL Education's ELA curriculum and the math modules with integrity. The pacing of both curriculums will be adjusted to provide maximum time for student achievement. Teachers will be provided with professional development and planning support to scaffold and differentiate instruction for all students
 - We will continue to utilize evidence-based best practices across all content areas
- **Objective 1.8:** Develop and utilize a common approach to learning walks, both within the school and across the network of EL Education schools in the area, building a consistent leadership practice to monitor and adjust instruction.

Goal 2: Strengthen the school's systemic use of assessment for learning in ways that target instruction and intervention to promote student growth and mastery of CCLS.

- **Objective 2.1:** Design Standards-Targets-Assessments trackers and deliver increasingly targeted instructional practices that promote students' mastery of CCLS.
 - DWCA will utilize multiple ELA and Math data sources to inform instruction including new NWEA data reports, common assessments, NYS assessment data, formative and summative assessments

- **Objective 2.2:** Create an assessment calendar of formative and progress monitoring assessments to better target instruction and intervention.
 - DWCA will utilize multiple ELA and Math data sources to inform instruction including new NWEA data reports, common assessments, NYS assessment data, formative and summative assessments
- **Objective 2.3:** Develop looking at data and student work protocols and deploy instructional coaches and leadership team to facilitate and monitor the use of collaborative planning time.
- **Objective 2.4:** Provide leadership support from EL Education School Designer to build and maintain a schoolwide system to monitor curriculum, instruction and student progress.
- **Objective 2.5:** Increase the number/percent of students who make 75% or more growth on Spring NWEA by ten percent in ELA to 30% schoolwide. Increase the number/percent of students who make 75% or more growth on Spring NWEA by twelve percent in Math to 36% schoolwide

Goal 3: Revitalize school climate through the schoolwide system of The Cooper Code, bringing character and leadership to life, by launching a schoolwide focus on restorative practices.

- **Objective 3.1:** Continue our strong community building practices such as Morning Meeting with fidelity, refreshing the purpose for new staff members, and considering ways to augment school-wide morning meeting.
 - DWCA will continue to utilize Common Norms which will be further developed through our EWA
 - DWCA will continue to update and provide a parent, family and staff handbook at the start of the school year
 - DWCA will continue to utilize Restorative Practices to build relationships with students and colleagues
 - Teachers will continue to communicate with families on a regular basis regarding student successes
 - DWCA will continue to utilize Restorative Practices to create a welcoming and safe school environment
 - DWCA will continue to provide training and PD regarding Restorative Practices and building positive relationships
 - DWCA will continue to provide support for students' social emotional development; we will continue to provide staff and students with training regarding Restorative Practices and building positive relationships; we will implement student ambassadors for restorative practices
- **Objective 3.2:** As a school community, continue to learn about restorative practices and how they integrate with EL Education elements of character and self-reflection. Teachers will encourage students to utilize Restorative practices throughout the school day.
 - DWCA will continue to utilize Restorative Practices to build relationships with students and colleagues
 - DWCA staff will continue to utilize Restorative Practices to promote a positive school climate as outlined in the EWA

- DWCA will continue to provide training and PD regarding Restorative Practices and building positive relationships
- DWCA will continue to provide support for students' social emotional development; we will continue to provide staff and students with training regarding Restorative Practices and building positive relationships; we will implement student ambassadors for restorative practices
- Objective 3.3: Develop learning targets for each value in the Cooper Code, and include self-reflection in lessons and student-led conference protocol.
 - DWCA will continue to utilize Restorative Practices to create a welcoming and safe school environment
- ~~Objective 3.4: Strategically use the expanded day to support the desired culture and character goals; this will include a focus on the restorative and social emotional supports.~~
- Objective 3.5: Increase time on task through a reduction in behavioral distractions, measured by a decrease in disciplinary referrals and suspension, as we build a schoolwide system of restorative responses to negative student behavior. Similarly, improve school survey responses from staff and students about how the school community promotes conflict resolution and peace.
 - DWCA will continue to utilize Restorative Practices to create a welcoming and safe school environment
 - DWCA will continue to utilize various community resources to meet the needs of our students

Goal 4: Provide resources and supports for students, staff and families to increase student achievement and improve home-school connections.

- Child Care: Continue to provide resources to families as needed
- Parent Transportation: Continue to provide resources to families as needed
- Parent Volunteers: Continue to revise our volunteer protocols and work with classroom teachers on expectations; Increase opportunity for parent involvement
- School Events: Each event will be considered separately; Expectations for staff participation in family and community events will be incorporated in EWA; plan for events every month
- Parent Involvement: Continue having PTO monthly meetings; Continue to provide food and snacks at family events; DWCA will continue to provide Parent Workshops on a consistent basis
- Birthday Parties: Will develop new expectations that will involve parental participation in the learning ie:reading to the class
- Parent-Teacher Communication: Teachers will continue to communicate with families on a regular basis regarding student successes; DWCA will continue to provide a Curriculum Night for families, friends, and guest in which teachers share information about their grade level expectations and curriculum goals; DWCA will continue to encourage parents to read to a child day; attend parent events and volunteer; Teachers will set goals with students; 5 week progress reports will be sent home to parents; Teachers will continue with student led conferences

- Staff Turnover: According to the Receivership MOU, administration can ensure teachers remain at the school for 1 year

II.F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

II.F.i. SIG Partner Organizations

Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design.*

*If the model chosen for this school is either *Restart* or *Innovation Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

EL Education will be the lead partner that provides both the educational framework for the school, and additional capacity to plan and lead the school improvement work that is demanded in this Reform Plan. EL Education is a national network serving 4,500 teachers and 45,000 students in 165 schools across 31 states and Washington, D.C. EL partners with school districts and charter boards to open new schools and transform existing schools at all levels (PreK-12) and in all settings (urban, rural, and suburban). It invests in the growth of both new and veteran teachers, helping them transform their classrooms into rigorous and stimulating learning environments. Students learn through academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning which inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Coupled with the emphasis on character and leadership, the results include higher student achievement and greater engagement in school, and in EL high schools, 100% college acceptance is the standard.

EL Learning has recently set strategic priorities and quality standards, setting out ambitious growth and achievement targets that its schools must meet in order to remain EL schools. This type of external accountability and support is a key value of engaging a partner under the Innovation & Reform Framework.

EL schools are characterized by:

- Active instructional practices that build academic skills and student motivation;

- Rigorous projects that meet state standards and are connected to real-world needs;
- School cultures of kindness, respect, and the responsibility for learning;
- Shared leadership for school improvement; and
- School-wide commitment to improved teaching and leadership practice.

The EL approach to transforming school and classroom practice to improve students' academic outcomes is unique. Born from a collaboration between the Harvard graduate School of Education and Outward Bound, USA, EL has forged a professional learning model based on inspiring and improving educators, both novice and veteran, through active, challenging experiences. Highly skilled and effective teachers in every classroom are the key to achieving gains in student performance. EL has pioneered a transformative method of improving instructional practice that has been recognized by the National Staff Development Council in two separate studies. EL has been shown to meet all 27 standards for high quality professional development. Its focus on high quality, job-embedded professional development builds capacity among teachers, administrators, and support staff by focusing on five core practices:

- Curriculum - academically rigorous learning expeditions will connect to the real world through the school community and community-at-large;
- Instruction - differentiated instruction will cultivate a culture of high achievement that comes alive with discovery and inquiry;
- Culture and character - students and adults will be committed to quality work and citizenship;
- Assessment - student-engaged assessment practices will focus on reaching or exceeding standards-based learning targets and drive achievement; and
- Leadership - school leaders will boldly shape school structures to meet student needs

EL Education has had a presence in the Rochester City School District since 2007. As part of this proposal, EL will offer a comprehensive suite of professional development, coaching, and online tools to strengthen curriculum design, instruction, school culture, leadership, and assessment practices. EL's content-rich institutes and school-based coaching will support schools by creating an engaging environment with all grades participating in two expeditions per year. Engaging professional learning opportunities for teachers at Dr. Walter Cooper Academy will include access to EL National Institutes, intensive on-site coaching by staff trained in EL practices, EL Mentor Schools, Best Practice Toolkits (including videos, coaching, facilitation guides, and curriculum maps), and ELs National Conference that will expand the concept of community even farther by delivering professional learning within the national community of EL schools. An evolving layer of support from EL would be to facilitate a collegial learning network among the principals of the EL schools in the area. This type of structure will help to support leaders through the improvement process and create sustainability in the future.

EL will strengthen a strong approach to teaching and learning at Dr. Walter Cooper Academy. All staff will participate in professional learning aligned with EL practices that includes academic engagement, data driven instruction, and differentiation, and working with parents and community partners that will help all staff to embrace the following beliefs that learning be active, challenging, meaningful, public, and collaborative.

ROC Restorative is a district sponsored program that offers support for schools launching a whole-school change approach to restorative practices. The district ROC Restorative is modeled after the **Safer Saner Schools™ model which has a track record of reducing negative behaviors and suspensions** and of increasing student and staff morale and engagement in urban schools with similar demographics and challenges.

ROC Restorative coaches will work with the school leaders and the school culture leadership team to continue the restorative practices implementation plan for Dr. Walter Cooper Academy. The plan will include:

- Monthly training for the school culture leadership team utilizing the text *The Restorative Practices Handbook*;
- full staff training in restorative practices;
- a schedule of professional learning for the year;
- a schedule of monthly meetings with the school culture leadership team;
- materials for teachers, staff and families to use;
- a progress monitoring framework and feedback cycles;
- consultation at the District level to integrate this work with the emerging supports for the systemwide movement toward restorative schools.

The Center for Youth Services is a nonprofit with a long history in Rochester, and with a multitude of school-based programs that support the social-emotional well-being of young people. The Center has developed a staff position, **Crisis Intervention / Prevention**, who functions as an embedded part of the school staff, and partners with the school in creating a proactive tiered system of social-emotional supports. This trained professional is onsite for the full school day, working to help more students be ready and able to learn by:

- supplementing the existing school services and capitalize on academic learning for all students;
- providing immediate crisis response;
- offering a “matched intervention” for presenting social and emotional behaviors focusing on violence prevention;
- providing a safe environment by implementing restorative practices
- provide parental engagement opportunities in crisis situations as well as prevention and intervention opportunities;
- providing groups and workshops (evidence-based curriculum) as well as individual interventions, to youth and families;
- expanding resources, by facilitating timely access to community resources

As noted above, the emphasis of this model will be on prevention education (skill-based violence prevention and disruptive behaviors), immediate crisis response, restorative practices and information and referrals. It is essential to understand that the age and stage of development of elementary school age youth requires a connection with families. The needs of the families,

particularly of the growing number of young, underserved, single-parent families, must be taken into account. The Center for Youth staffing reflects this need. The lead staff person will be a Crisis Intervention/Prevention Education Specialist, trained to deliver a variety of best-practice and research-based services (i.e., groups, workshops, curricula), with the primary focus of violence prevention. The Center is committed to using research-based curricula (Get Real About Violence (GRAV) and Life Skills) and science-based strategies to deliver both universal prevention lessons and targeted groups. Prevention Education workshops are designed to provide age-appropriate, accurate information and to build or enhance skills thus increasing protective factors in areas such as: drug/alcohol use and abuse, communication, decision making, problem solving, negotiation and conflict resolution, refusal skills, anger and stress management. Each workshop has established outcome objectives and is highly interactive, experiential and skill-based.

All staff are trained in restorative practices and see building relationships as a priority. With an on-site Center for Youth staff, the evolving needs of the school community will more easily be identified and responded to. The initial and ongoing assessment of needs, the support and in-service training of teachers, and the planned duplication between the research-based best-practices and classroom learning's will be more easily facilitated. The Crisis Intervention/Prevention Education Specialist will act as a conduit to additional resources from The Center for Youth and to community referrals.

Center staff will offer teachers/staff in-services and consultation, and parent trainings utilizing research-based models focusing on Crisis as an Opportunity. Our work with children and families in crisis is well-proven at the elementary, middle and high school level. Furthermore, Center staff come with protocols for data collection, coordination and communication. The Center commits to find staff that are a responsive fit for the school, and is a genuine partner in adapting to shifting needs as the year progresses. This flexibility to respond to the school's needs across the emerging tiered system of supports is invaluable, especially as the school is just beginning to design and lift a significant whole school change approach which will require new systems, new practices and will likely require mid-course adaptations.

The following partnerships are not funded through the SIG and are not lead partnerships like those previously discussed. However, they each fulfill a strategic role and add critical value to the school.

The Greater Rochester Health Foundation (GRHF) partners with Dr. Walter Cooper Academy on their Childhood Healthy Weight initiative, a project that studies potential solutions to the childhood overweight and obesity epidemic in the City of Rochester, Monroe County, and nation-wide. Dr. Walter Cooper Academy's initiatives include daily recess, out of school time access to physical activity, nutrition education, professional development for educators addressing the relationship between physical activity and increased cognition, and parent and community engagement around daily physical activity and access to nutritious foods. As part of their Healthy Futures Strategy, GRHF is applying a broader and more holistic view of children's health that includes physical, cognitive, social-emotional, and mental/behavioral health, which research shows are highly interrelated. This concept is known as **Whole Child Health (WCH)**. This approach integrates practices and interventions targeting multiple areas of

development. Whole-child approaches also call for greater collaboration and additional supports for healthy development across systems and sectors, including families, schools, health providers, and community organizations.

The YMCA's After School Program serves school age children 5-12 years old in our school. This program provides an ideal situation for parent pickup and school day transitions. Busing and financial aid are available and DSS is accepted. Program aligns with the school day and supports growth in literacy, math, and science. The Y's innovative After School Program follows the [Nine Core Components curriculum](#) centered around global learning, leadership development, 21st century skills, media, and technology.

Rochester Education Foundation provide programs and resources to improve learning and success at Dr. Walter Cooper Academy students through partnerships with educators, business and the community.

The Rochester Engineering Society (RES) volunteers will provide tutoring services with students in Tier 3 intervention groups to support academic achievement. RES was founded in 1897, and is a multi-disciplinary society uniting diverse disciplines to enhance professional development, foster excitement in math and science for the next generation of leaders, and improve communities where members live. RES supports individual engineers, local affiliates of national engineering societies, schools of engineering, and professional firms. RES provides many opportunities to learn, to build relationships and to contribute to the community. RES encourages and recognizes innovation, cooperation, professional growth and fellowship, in all levels of development, from student to seasoned engineers, scientists and allied professionals.

The UR Medical Students provide experience with scientific methodology to students from Dr. Walter Cooper Academy on the campus of the University of Rochester every other Saturday beginning in October until April. The students are able to work in small groups doing research and hands-on laboratory projects.

I.F.ii. Evidence of Partner Effectiveness

Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and the SIG model.

Both EL Learning and ROC Restorative Practices have evidence of school improvement within its area of focus. The third partner, The Center for Youth Services, was vetted through a District RFP to provide specific social-emotional crisis prevention and intervention services, for which they have documented success in our schools and in surrounding areas. Therefore, their intent is to support, but not lead the overall school turnaround. The information outlined in the Attachment Cs is provided in that context.

II.F.iii. Accountability Mechanisms for Partners

While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance.

Emphasis is placed on partner evaluation throughout the service delivery period. The School Ambassador and School Chief assigned to support the school work directly with the principal

and the partner, holding every partner accountable for contractually required deliverables. Selected partners, school staff, and the District examine the identified performance targets bimonthly (at a minimum) and make mid-course adjustments if needed. This ongoing progress monitoring is supplemented by a year-end review as part of the renewal decision.

In the case of a lead partner arrangement, like with EL Learning, the partner also has expectations and accountability measures that we as a school and District must meet.

II.H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. This section must address each of the following elements:

II.H.i. Curriculum to be Used

Describe the curriculum to be used with the selected SIG model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

Expeditions: Teachers will use EL Education's ELA Modules at grades K-6 as the foundation of their core ELA instruction. The modules are standards-based. Teachers will embed fieldwork, experts, and service connected to the module topics. Science and social studies units will be aligned to the module topics throughout the year and standards-based. Math standards will be part of expeditions whenever possible but the integration is not forced, since math is so sequential.

Modules will be 10 weeks of strategically designed ELA instruction embedded in content. Standards-Targets-Assessments (STAs) will be utilized to assess each of the CCSS with 4-6 formal assessments to be delivered during a module. Instruction will be planned to give students opportunities to practice and master each of the CCSS. Authentic reading materials, primary sources, complex texts and field experience will engage students in rigorous academic experiences and high-quality work. Guiding questions and strategically designed learning targets will promote higher order thinking, requiring students to think beyond the classroom will prepare them for college and career readiness. High-Quality performance tasks will provide students with opportunities to create multiple drafts along with editing and revising their work. These performance tasks will also allow students to synthesize and apply what they have learned throughout the expedition. Students will reflect on their learning to create academic goals for their next expedition.

In addition to utilizing the ELA Modules, teachers will use EL Education's Reading Foundation Skills Block Curriculum at grades K-2, an Additional Language and Literacy (ALL) Block at grades 3-5, and an Additional Writing Block. The EL Skills Curriculum engages students in the Foundational and Language CCSS. With a systematic use of progress monitoring, students progress through a number of microphases designed to provide phonics instruction at their instructional level. The ALL Block Curriculum supports the ELA CCSS taught during the module lessons. Based on students' assessment performance, instruction is differentiated at taught to support students proficiency in ELA CCSS. At grade 6 teachers will provide 6 weeks of

instruction in each of the writing genres: Narrative, Informational, Persuasive, Biography, Autobiography and Test Writing. Writing instruction will also include speaking and listening and language CCSS. Teachers will conference with small groups of students to deliver STAR feedback.

ELA Instructional Diet:

- 60 Minutes ELA Modules
- 60 Minutes Reading Foundation Skills Block (Grades K-2)
- 60 Minutes Additional Language and Literacy Block (Grades 3-5)
- 60 Minutes Additional Writing Block (Grade 6)

Math Core Program: Teacher in grades K-6 will continue to implement the NYS Math modules with integrity and have implemented the 50/50 instructional model to provide more opportunities for teachers to work with students in smaller groups with direct explicit instruction. While half the students are receiving instruction from the teacher, the other half is working on Zearn Math or Khan Academy engaging in digital math content at their own pace. Lessons are structure to provide an opportunity for the teacher to provide a mini-lesson or for students to share their thinking from through a grapple and discussion, an opportunity for students to apply their thinking and then a synthesis/debrief of the lesson. Teachers will continue to work on developing students' critical thinking and problem-solving in mathematics in addition to foundational facts, procedural fluency, and the utilization of appropriate math vocabulary. Lesson plans will also include the mathematical practices:

- MP1: Make sense of problems and persevere in solving them.
- MP 2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Teachers will support students to think like mathematicians, be a risk-taker in the math classroom, develop perseverance and stamina as well as craftsmanship.

Math Instructional Diet:

- 15 Minutes Whole Group Grapple Problems and Teacher Lesson
- 30 Minutes Computer-Based Instruction
- 30 Minutes Teacher-led Small Group Instruction
- 15 Minutes Assessment of Learning

II.H.ii. Instructional Strategies to be Used in Core Courses and Common-Branch Subjects

Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

EL Education was chosen by New York State to author the EngageNY modules, demonstrating that the shifts are inherent in EL Schools. Over the past three years, District

curricular efforts have focused on implementing the CCLS, specifically the NYSED EngageNY modules, and supporting the instructional shifts, in particular the incorporation of more informational text; increasingly complex text coupled with close reading; and an emphasis on text-based written responses. At this point, the efforts are focused on deepening the application of the shifts, particularly in raising the level of questioning and engagement, and in differentiating the instruction to support all learners.

The District is working toward building a shared understanding that higher level questioning and thinking occurs when students are actively engaged in content that is relevant and interesting to them. There are many key research-based strategies forthcoming this year that will help attain this vision. The Reform Plan for School 10 will be well-supported by this aligned area of focus.

- The District has developed common formative assessments for ELA and Math in grades 3-9, which allow grade level teams to be clear about the standards, performance indicators and success criteria. These assessments are available in the online platform eDoctrina, which allows teachers' time to be spent on the application of the results rather than the analysis. These assessments are complemented by the fall-winter-spring cycle of NWEA. This initiative is grounded in Hattie's meta-analysis that finds cycles of common formative assessment to have the one of the strongest positive correlations with student achievement.
- Embarking on a Digital Transformation, which is a 3-year multi-phase plan that will result in one-to-one technology, but more importantly in more engaging, more personalized learning for students.
- As the formative assessment work has deepened, so too has the ability to provide better matched interventions. The options for blended learning tools, linked to NWEA or other assessments, have increased and there are a variety of web-based individualized programs available to schools; these include i-Ready, Compass and Lexia.

II.H.iii. School Calendar and Daily Class Schedule

Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Dr. Walter Cooper Academy has approached expanding the school day and year in a number of ways. First, the school runs a longer day, from 9 – 4:30, which far exceeds the state requirement for elementary school. More importantly, the school spent two years learning about and implementing the 7 essential elements of the National Center for Time & Learning's expanded learning time model, ensuring that more time, was better time. This is because the school's schedule provides scholars with:

- Daily 40 minute academic intervention/acceleration block based on an analysis of progress monitoring;
- 90 minutes per week of enrichments to enhance social, emotional, and/or physical well-being and encourage better attendance;
- Opportunities to participate in hands-on, performance-based experiences, such as EL Education Expeditions with embedded learning experiences in the Arts that make learning relevant and engaging;
- 60 minutes each week of embedded professional learning for teachers, targeted at enhancing instructional practices through informed data-based decisions and best practices;
- 80 minutes a week of common planning time and data meetings for teachers to make data-informed decisions for student interventions and differentiation; and
- Family opportunities to provide input and feedback regarding enrichment offerings and participation, as well as evaluation opportunities after participation; At the end of the school day, a small population of students are provided after school care from the YMCA program in our school building.

Taken as a whole, this use of expanded time evidenced in the **attached schedule** will help the school achieve its goals of this grant, providing the necessary collaboration time to implement EL and restorative practices.

The school is also setting a goal of reducing chronic absence, which it has done in recent years, as another means of maximizing learning time for the most vulnerable students.

II.H.iv. Data-Driven Instruction

Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

Our current cycle of DDI consists of planning, teaching, assessing, and analyzing as a key framework for school-wide support of all students. Teachers are assigned a daily common planning time to plan with colleagues as well as a weekly grade level meeting to meet with administrators and coaches to analyze data from student work, formal assessments and/or classroom learning walks.

Our school is investing considerable effort in building a more robust system of assessment of and for learning. This year, an instructional coach will focus on the use of benchmark (NWEA) and teacher-created assessments to dictate well-matched interventions. Furthermore, all grade levels will be required to track progress and mastery on standards. Leadership team, under the direction of the EL School Designer and framework, will design a schoolwide system to monitor these assessments.

The District has created RCSD Common Formative Assessments, in grades 4-9 ELA and Math. These formative assessments help to triangulate student performance with other assessments, but most importantly, help teachers and schools pinpoint areas in which to focus or adapt instruction,

and provide students frequent feedback on learning. In Hattie's Visible Learning meta-analysis, one of the practices with the largest effect size is the use of common formative assessments, which is so powerful because it provides the structure for teachers to:

- work collaboratively rather than in isolation;
- agree on the essential learning all students must acquire;
- agree on how students will demonstrate their learning; and
- to assess their individual and collective effectiveness on the basis of the evidence of student learning.

Educators at Dr. Walter Cooper Academy commit to this cycle, which is very much at the heart of the EL framework. In math, the school will give all the district provided formative assessments, and utilize the weekly data team meetings to analyze results, identifying student learning problems and related problems of practice that could be addressed by the grade level teams. In ELA, since the school uses expeditions, the assessments made be created or adjusted by the grade level team. Either way, the cycle that leads to more targeted instruction will be in place.

II.H.v. Academic, Socio-Emotional, and Student Support

Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Our school-wide framework for providing academic and social-emotional student support to the whole school population consists of:

1. A weekly student support meeting with classroom teachers, social worker, psychologists, speech teacher, administrators, CASE to review individual referred students' academic and behavior concerns and create a plan of action which entails progress monitoring and six week reviews.
2. Daily school-wide differentiated intervention support for the entire school population in which all students receive small group instruction based on their academic need and level. Intervention group progress are reviewed every six weeks to monitor student progress toward goals and adjust student groupings
3. Daily counseling provided to students with IEP's or Educational Related Support Services (ERSS) by school social worker to address social-emotional needs of students and provide families with additional support and resources. Student progress reports are mailed to parents every ten weeks.
4. Identified groups of students with various behavior and social-emotional concerns receive weekly group or one-on-one prevention-intervention support and strategies from the Center for Youth Crisis Prevention-Intervention Specialist. Data is monitored weekly based on number of referrals submitted. Student progress toward short and long term goals are monitored bi-weekly.

II.H.vi. School Climate and Discipline

Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs. As applicable, discuss preventing youth violence and providing second chances.

The Rochester City School District has committed to interrupting past practice which included an overreliance on suspensions doled out at disproportionate rates, and a loss of instructional time and resources devoted to social-emotional support. We are partnering with our community to secure resources to shift toward a restorative approach to school discipline, have recently adopted a new Code of Conduct to codify this shift, and have invested more in social-emotional supports, within a long-term vision and plan.

Dr. Walter Cooper Academy is well-positioned to make this shift, because of the strongly established sense of community embodied in The Cooper Code. As an EL school, the focus on developing character, self-reflection and self-directedness would complement the restorative approach, resulting in students who are equipped to solve conflict productively.

Restorative practices are centered on relationships; Dr. Walter Cooper Academy has many structures that build relationships intentionally. It is proposing to use this strong base as a foundation upon which to build a schoolwide framework of restorative practices, utilizing the IIRP's SaferSanerSchool™ whole school model. Ultimately, restorative practices provide heightened levels of accountability, because they provide structures whereby students learn to reflect and take ownership for their actions. This is directly aligned to the ultimate goal of leadership and active citizenry that the school espouses for its scholars.

The first phase of the Reform Plan is for the school to begin to learn about restorative practices, through the two-year **SaferSanerSchools™ model, which has a track record of reducing negative behaviors and suspensions and of increasing student and staff morale and engagement in urban schools with similar demographics and challenges.** The consultant service is a two-year plan, including full staff training, deeper training for leadership team, onsite coaching and planning, professional materials, train-the-trainer approach to capacity building, and built-in progress monitoring tools. The school team will work closely with the IIRP to fully integrate restorative practices into The Cooper Code and Expeditionary Learning model. One starting point would be to develop learning targets for The Cooper Code and embed them into lesson and student-led conference reflections. Revitalizing community buildings structures such as Cooper Circle (school-wide morning meeting) and Morning Meeting in classrooms is another part of this work—investing in relationships so that when there is conflict, we have capital to draw upon.

As the school reinvigorates how it invests time and energy in relationships with students, this provides the important base upon which restorative approaches to wrongdoing are most effective. **The Help Zone**, staffed by **partner Center for Youth**, will play a critical role in the school's approach to managing behavior and meeting student need. The Help Zone meets several needs simultaneously by:

- Providing a rapid, non-punitive response to student behavior, and views behavior as an expression of some legitimate student need;

- Helping to identify that need, and functions as a point of access to match students to available resources;
- Triage student behaviors so that administrators are involved only in appropriate cases, freeing them for instructional leadership;
- Promoting student habits of expression, reflection, problem solving/repair and return to class; and
- Tracking usage patterns so that school leaders can proactively intervene with students and teachers as suggested by the data.

The school is interested in surveying students and staff more frequently this year, specifically asking about climate, relationships and restorative practices. The baseline from this year will prove helpful in selecting questions to repeat three times a year.

Dr. Walter Cooper Academy is excited about the synergy in the EL model and restorative practices. Done well, this will equip scholars with a unique set of leadership and peacemaking skills, following in the footsteps of the school's namesake and creating the leaders our community needs.

II.H.vii. Parent and Community Engagement

Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>. If you selected the Family and Community School Design pathway, discuss the parent, family, and community engagement components listed on page 8.

In addition to the traditional means of communicating and working with families, School 10 has these areas of focus this year, relative to families:

Decrease chronic absences by 10%. The parent liaison role will be strengthened to support teachers and school leaders in consistent communication with families to support students in getting to school on a consistent basis.

Continued focus on student-led conferences, preparing students well and including a Cooper Code character reflection as well.

Explore ways to train parents, families and community members in restorative questions and circle practice.

II.I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. This section must address each of the following elements:

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-

embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice. NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See <https://www.engageny.org/resource/improving-practice>.

II.I.i. Involvement of School Leadership and Staff in Plan Development

Describe the process by which the school leadership/staff were involved in the development of this PD plan.

All staff participates in the development of the Professional Development Calendar, known at Dr. Walter Cooper Academy as the EL Work Plan. Every staff member took the EL Implementation Review Survey. Results from this survey, combined with walk-through data, formal observation data, DTSDE recommendations, and our SCEP plan were used to develop the Professional Development Calendar. Additionally, input was gathered from Instructional Coaches and staff requests, to develop a year-long plan that is aligned with the Danielson Framework Domains and focuses on key areas in need of improvement. The plan is reviewed each semester to allow for any mid-year changes based on data from the sources described above.

II.I.ii. Professional Learning Plan for Year 1

Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). The professional development must be aligned to the needs of the students and to the SIG model. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

<team, this is largely workplan. BEGIN HERE>

II.I.iii. Evaluation and Modification of Professional Learning Plan

Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

The type of evaluation is dependent upon the strand of the professional learning. For example, the social-emotional strand on restorative practices will be assessed by the degree of staff training, the level of implementation of circles and restorative questions, and ultimately through reductions in disciplinary incidents. These data points will be reviewed on a regular cycle, set up with school leadership team, and ideally with SBPT.

At a leadership level, application of the professional development must be assessed in the classroom. The school leadership team will conduct frequent targeted walkthroughs and look for schoolwide trends in practice. For example, if a grade level team has devoted time to learning how to develop tiered learning targets and higher-order questions, administrators could focus on collecting classroom evidence of those two practices, and bring that data back to the team the following month. Overtime, this culture of ongoing evaluation and continuous inquiry is what results in more learning.

As lead partner, the EL School Designer has a significant role to play in monitoring the impact of professional learning. The fact that EL Learning has set clear performance metrics in place with some accountability actions if targets are not achieved brings a heightened focus on the impact of various professional learning opportunities.

II.J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. This section must address each of the following elements:

II.J.i. Communication with All Stakeholders on SIG Implementation

Describe in detail, the process (methods and frequency) that will be used to regularly and systematically update parents, families, the community and other stakeholders on the implementation status of the SIG model and plan. This should include, but is not limited to, analyses of evidence of success or challenges with implementing the model and plan by referencing leading indicator data.

Monthly reviews of the SIG Implementation Plan progress reports will be shared with School-Based Planning Team members to share with all stakeholders and ensure a consistent cycle of two-way reporting and feedback. Parents will be introduced to SBPT members during Orientation and will have an understanding that their parent representative is available to inform and gather feedback on questions regarding Dr. Walter Cooper Academy. Parents will also be invited to participate in workshops aligned to key goals of the SIG Implementation Plan related to Expeditionary Learning, ELA, and math, as part of activity nights. Based on data analysis and stakeholder feedback course corrections will be made at least quarterly and then re-evaluated for future planning. Community partners within and without the school will be invited to participate in Expeditions by grade level and level of "expertise" and will culminate the work with students and staff during Expedition Nights.

II.K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. This section must address each of the following elements:

II.K.i. Key Strategies for the Year 1 Implementation Period

Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships, and stakeholder involvement.

Please see attached Implementation Plan.

II.K.ii. Early Indicators of a Successful SIG Plan Implementation Period

Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of focused strategies aimed specifically at long-term capacity building and sustainability.

1. All teachers trained in Daily 5 and at least 50% of teachers implementing by end of October 2016
2. Chronic absence rate is down

3. Intervention running smoothly, with more consistency; more students hit growth targets
4. All staff participating in Standard – Target – Assessment trackers
5. Two expeditions have high-quality student work products
6. All staff trained in basics of restorative practices, with understanding of how it supports The Cooper Code
7. Learning targets developed for The Cooper Code

II.K.iii. Leading Indicators of Success

Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

The leading indicators of success that will be assessed at least bi-monthly including data that are available to the school through the District’s data dashboard and District offices. Results will be shared with the school community and families through SBPT meetings, posted to the schools web-site, and status update reports at parent meetings. The following are data points that will be reported:

- Student attendance and school Average Daily Attendance;
- Teacher Attendance;
- Interim assessment data;
- Instructional staff APPR ratings;
- School suspension rates by total school and sub-group;
- Chronic absenteeism rates

During the monthly SBPT meetings we will discuss implementation status, identify any needed support, and next action steps. The school will survey students/staff/parents/community partners for satisfaction of deliverables and identification of continued needs or gaps that require action.

II.K.iv. Ensuring that Required Elements of the Selected Model Have Been Met

Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The Innovation & Reform Framework is designed to give schools the chance to overhaul their program to prepare more students more effectively for college and career, within an accountability structure provided by an external lead partner. Dr. Walter Cooper Academy’s work to build leaders by implementing EL Education with fidelity, and by transforming the school into a restorative community with the International Institute for Restorative Practices meet these requirements:

1. EL Education functions as a lead partner in that they dictate the framework for curriculum and instruction, they provide expectations around the quality of work, and they will begin to monitor and hold schools accountable. This lead partnership helps to leverage change because there is an outside arbiter of quality and progress. In a similar fashion, ROC Restorative will provide training, monthly consultation and progress monitoring, for school climate.

2. Upon completion of the Reform Plan, Dr. Walter Cooper Academy will prepare scholars to be leaders in their own lives and in the community. Sixth grade graduates will leave the school having spent years cultivating the mastery of skills and discipline-specific knowledge as well as academic enabler habits of curiosity, problem-solving, presentations of learning, and academic persistence. Additionally, “Cooper Scholars” will have developed personal attributes of reflection and self-direction, perspective-taking, and the ability to find creative and peaceful solutions to conflict. This unique skill set is in high demand in our culture and world at this time. These traits, in addition to the real-world experience with professionals, authentic issues, field studies and institutions of higher education, will position them for the next level of secondary success, and will have developed the competencies and motivation to succeed in post-secondary education and/or career.
3. This school has a very cohesive family of stakeholders, who are united in the belief that careful implementation of EL Education coupled with visionary integration of restorative practices, will position Dr. Walter Cooper Academy to be more successful in preparing more students to be “Scholars Today, Leaders Tomorrow, Learners for Life.”

For these reasons, and attesting to the quality of the two whole school models proposed in this Reform Plan, we are confident that not only does this plan meet the Innovation & Reform Framework requirements, but more importantly, is a viable plan to significantly improve our students’ learning, growth and achievement.