

2023-2024 Receivership School Quarterly Report #1
Report Period: *July 22, 2023, to October 30, 2023 (Due October 30, 2023)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to OISR@NYSED.gov.

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Dr. Walter Cooper Academy School No. 10	261600010000	Rochester City School District	N/A	Cohort 2	https://www.rcsdk12.org/innovation
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Dr. Eva Thomas	August, 2021	Rhonda Morien Chief of Schools	PreK-6	N/A

Executive Summary

Please provide a plain-language summary of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

Dr. Walter Cooper Academy School # 10 will begin the 23-24 School Year with a continued focus on our lead strategies, lead measures, instructional priorities, while utilizing an Expeditionary Learning Framework. We are focused on closing the achievement gap daily with a renewed focus on using The 3 components of Expeditionary Learning which are : [Crew](#), [Dimensions of Achievement](#), and [Core Practices](#). This summer we offered several PDs to realign ourselves as a committed team focused on high student achievement. The [following PDs](#) were available in the Google Classroom for all classroom teachers and were implemented this summer. Our Summer PD for all staff is called [Cooper Institute](#). All staff are expected to attend these training sessions.

Overview of School Demographic and Four-Year Trend Data: Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

<p>Data Source: ROC3D and SIRS</p> <p>Date of Capture: Oct 2, 2023</p>	<p>Total Current Enrollment/Registrant Counts: N= 323</p> <p>SWD: N= 45/ 13.9%</p> <p>ELL: N= 16/ 5%</p> <p>SWD/ELL: percentage total N= 4/ 1.2%</p>
--	--

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	91.2_%	_85.8__%	_86.2__%	__83.6_ %
Chronic Absenteeism Rate	28.9%	58.4%	50.2%	47.5%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	.60%/N= 2	6.5%/N= 23	1.5%/N=5	0%/N=0
Duplicated Suspensions	.91%/N=3	3.3%/N=12	1.7%/N=6	0%N=0
Unduplicated Suspensions	3.6%/N=12	8.2%/N=29	6.3%/N=21	0%/N=0
ELL Suspensions	0%/N=0	0%/N=0	0%/N=0	0%/N=0
SWD Suspensions	10.3%/N=6	15.7%/N=8	18.3%/N=9	0%/N=0

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:
Number of students who received at least one day of out of school suspension. 0

Duplicated Suspensions #:
Number of the same student(s) suspended more than one time. 0

Unduplicated Suspensions #:
Number of students suspended out of school one time. 0

English Language Learners (ELL) Suspensions #:
Number of ELL students suspended at least one time. 0

Students with Disabilities (SWD) Suspensions #:
Number of students with disabilities suspended at least one time. 0

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of strategies implemented to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Part I- Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarterly Report #1 - Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
<p>ELA Commitment: If we address how teachers implement repeated reading of texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.</p>		<p>Strategies: WIGs, Walkthroughs (weekly), Peer Walkthroughs (monthly), Formative Assessments (quarterly), EL Expeditions/Case Studies, TNTP Coach Support monitoring for 3 new classroom teachers for The Principal and The Assistant Principal, Student Discourse in ELA, Data Wise Course, Data Wise Coach/School Improvement Plan, Professional Learning Schedule, National EL Coaching Support, leaders of their own learning .</p> <p>Action Steps:</p> <p>If we address how teachers implement <u>repeated reading of texts</u>, engaging all students in opportunities for <u>student discourse</u> to improve reading fluency and comprehension then students will create <u>high-quality, written responses</u> and <u>formal writing pieces</u> daily across a wide range of content areas.</p> <p>Teacher Accountability</p> <p>Walkthrough Data</p>

<p>Math Commitment: If we address how teachers utilize mathematical discourse and the 3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical problems and explain their thinking verbally and /or in writing across a wide range of content areas.</p>		<p>Strategies: WIGs, Walkthroughs (weekly), Peer Walkthroughs (monthly), Formative Assessments (quarterly), EL Expeditions/Case Studies, TNTP Coach Support monitoring for 3 new classroom teachers for The Principal and The Assistant Principal, Student Discourse in Math, Data Wise Course, Data Wise Coach/School Improvement Plan, Professional Learning Schedule, National EL Coaching Support, leaders of their own learning, RCSD Math Department Newsletter.</p> <p>Action Steps:</p> <p>If we address how teachers implement <u>repeated reading of texts</u>, engaging all students in opportunities for <u>student discourse</u> to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.</p> <p>Teacher Accountability</p> <p>Walkthrough Data</p> <p>Professional Development</p>
--	--	---

Academic Culture: By increasing opportunities for student leadership, we will allow for student-centered discussion and SEL learning that will improve how students have agency, self-regulation and decision-making skills based on the Cooper Character Traits and EL Design Principles.

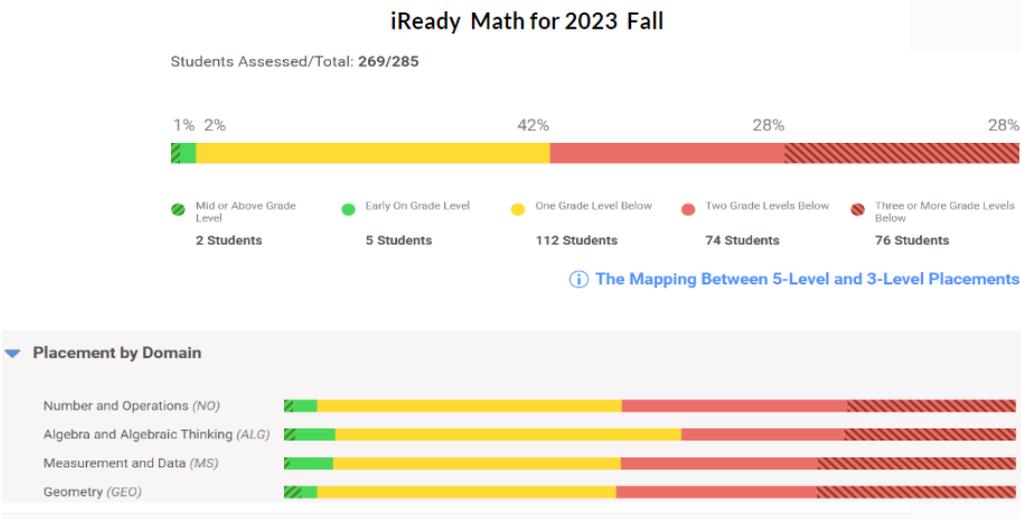
- GLEAM
- Two Center for Youth staff
- Full time Counselor
- Full time Psychologist (0.8)
- Boys & Girls Club Afterschool Program
- Focus on Cooper Consistencies
- Hyperfocus on The First 6 Weeks
- Consistencies are posted
- Community School year 4 implementation
- [Roc Restorative Leadership Google Classroom](#)
- Weekly Wednesday Mandated PD
- Summer of 2023 EL PD
- Summer of 2023 Cooper Institute
- Every staff member is on an Academic Culture Team: Sunshine, PTO, Student Clubs, Student Challenges, Family-Engagement, and Cooper Circle
- Attendance Team meets on Fridays
- Roc Restorative Coach on Academic Culture Team
- ACE Habits of Mind

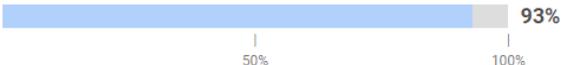
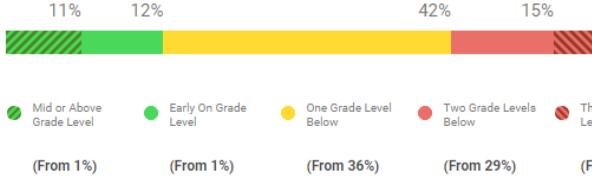
Strategies: School Climate measures (referrals, suspensions) Visits to CFY, Student Government, Circle of Champions, Field Studies. Working on students becoming [leaders of their own learning](#), [SEL Team](#), [equity survey data](#) and climate survey data. Students are currently engaging in Hispanic Heritage Month, Bully Prevention Month, and The Peace Art Contest. The entire school community utilizes the Second Step App. This App has several SEL activities and resources for adults and children from K-6.

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																
41: 3-8 Math Black Students MGP		<ul style="list-style-type: none"> Instructional Priorities WIGS 3 Intervention Teachers Student Progress monitor goals MTSS Referrals at grade level meetings RTI School Wide Plan Parent conferences Mandated professional development Walkthrough data PD Cheat Sheet Targeted grade level meetings for Math/ Data/ ELA ELA/ Math Executive Director Support Coaching Cycles Intervention Teacher Training Centrally 	 <p>iReady Math for 2023 Fall Students Assessed/Total: 269/285</p> <table border="1"> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>2 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>2%</td> <td>5 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>42%</td> <td>112 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>28%</td> <td>74 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>28%</td> <td>76 Students</td> </tr> </tbody> </table> <p>The Mapping Between 5-Level and 3-Level Placements</p> <p>Placement by Domain</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Mid or Above Grade Level</th> <th>Early On Grade Level</th> <th>One Grade Level Below</th> <th>Two Grade Levels Below</th> <th>Three or More Grade Levels Below</th> </tr> </thead> <tbody> <tr> <td>Number and Operations (NO)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Algebra and Algebraic Thinking (ALG)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Measurement and Data (MS)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Geometry (GEO)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> </tbody> </table>	Performance Level	Percentage	Number of Students	Mid or Above Grade Level	1%	2 Students	Early On Grade Level	2%	5 Students	One Grade Level Below	42%	112 Students	Two Grade Levels Below	28%	74 Students	Three or More Grade Levels Below	28%	76 Students	Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Number and Operations (NO)	1%	2%	42%	28%	28%	Algebra and Algebraic Thinking (ALG)	1%	2%	42%	28%	28%	Measurement and Data (MS)	1%	2%	42%	28%	28%	Geometry (GEO)	1%	2%	42%	28%	28%
Performance Level	Percentage	Number of Students																																																	
Mid or Above Grade Level	1%	2 Students																																																	
Early On Grade Level	2%	5 Students																																																	
One Grade Level Below	42%	112 Students																																																	
Two Grade Levels Below	28%	74 Students																																																	
Three or More Grade Levels Below	28%	76 Students																																																	
Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below																																														
Number and Operations (NO)	1%	2%	42%	28%	28%																																														
Algebra and Algebraic Thinking (ALG)	1%	2%	42%	28%	28%																																														
Measurement and Data (MS)	1%	2%	42%	28%	28%																																														
Geometry (GEO)	1%	2%	42%	28%	28%																																														

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	<p style="text-align: center;">Math Spring of 2023 Data</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Subject: Math School: 10 - DR. WALTER COOPER ACADEMY</p> <p>Academic Year: 2022 - 2023 Comparison Diagnostic: RCSD Sp 2023 05/15/23 - 06/14/23</p> <p>Students Assessed/Total: 274/282</p> <p>Progress to Annual Typical Growth (Median)</p>  <p>The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.</p> <p>Current Placement Distribution</p>  <p> 11% Mid or Above Grade Level (From 1%) 12% Early On Grade Level (From 1%) 42% One Grade Level Below (From 36%) 15% Two Grade Levels Below (From 29%) </p> </div> <p>The Leadership Team and classroom teachers will look at high level 1s and high level 2s to close the achievement gap in math.</p> <p>Intervention Programs being used:</p> <ul style="list-style-type: none"> ● Math PD ● Math Discourse Rubric Tool to give feedback to classroom teachers ● 3 Intervention Teachers support RTI ● 2 Support Paras for instruction ● RCSD Math Department Support

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																												
			<ul style="list-style-type: none"> ● Math Coach ● Math Coaching Cycles ● Collaborative Meeting Support ● Instructional Coaches are being trained ● Intervention Coaches are being trained <p style="text-align: center;">iReady Math For 22-23</p> <table border="1" data-bbox="1311 688 2263 1224"> <thead> <tr> <th></th> <th colspan="2">Mid/Above Grade Level</th> <th colspan="2">Early on Grade Level</th> <th colspan="2">One Grade Level Below</th> <th colspan="2">Two Grade Levels Below</th> <th colspan="2">Three or More Grade Levels Below</th> <th>Total Students Tested</th> </tr> </thead> <tbody> <tr> <td>Fall 2022</td> <td>1%</td> <td>2 students</td> <td>1%</td> <td>3 students</td> <td>35%</td> <td>97 students</td> <td>29%</td> <td>81 students</td> <td>34%</td> <td>94 students</td> <td>277</td> </tr> <tr> <td>Winter 2023</td> <td>5%</td> <td>14 students</td> <td>5%</td> <td>14 students</td> <td>49%</td> <td>139 students</td> <td>19%</td> <td>52 students</td> <td>22%</td> <td>62 students</td> <td>281</td> </tr> <tr> <td>Spring 2023</td> <td>11%</td> <td>30 students</td> <td>12%</td> <td>34 students</td> <td>43%</td> <td>121 students</td> <td>15%</td> <td>41 students</td> <td>20%</td> <td>56 students</td> <td>282</td> </tr> <tr> <td>Fall 2023</td> <td>1%</td> <td>2 Students</td> <td>2%</td> <td>5 students</td> <td>42%</td> <td>112</td> <td>28%</td> <td>74 Students</td> <td>28%</td> <td>76 Students</td> <td>269</td> </tr> </tbody> </table> <p>This year we have more students at Tier 2 to close the achievement gap for Math.</p>		Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested	Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277	Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281	Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282	Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269
	Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested																																																				
Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277																																																				
Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281																																																				
Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282																																																				
Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269																																																				

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Action Steps:</p> <p>If we address how teachers implement <u>repeated reading of texts</u>, engaging all students in opportunities for <u>student discourse</u> to improve reading fluency and comprehension then students will create high-quality, <u>written responses and formal writing pieces</u> daily across a wide range of content areas.</p> <p>Teacher Accountability</p> <p>Walkthrough Data</p> <p>Professional Development</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
100: 3-8 ELA All Students Core Subject PI		<ul style="list-style-type: none"> ● Instructional Priorities ● WIGS ● 3 Intervention Teachers ● Student Progress monitor goals ● MTSS Referrals at grade level meetings ● RTI School Wide Plan ● Parent conferences ● Mandated professional development ● Walkthrough data ● PD Cheat Sheet ● Targeted grade level meetings for Math/ Data/ ELA ● ELA/ Math Executive Director Support ● Coaching Cycles ● Intervention Teacher Training Centrally ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	<p>The Leadership Team and classroom teachers will look at High level ones and High level 2s to close the achievement gap in ELA .</p> <p>Intervention Programs being used:</p> <ul style="list-style-type: none"> ● Phonics for Reading (3rd-6th Grade) ● Really Great Reading Program for students who receive specialized services ● Magnetic Reading (K-2) ● 3 Intervention Teachers support RTI ● 2 Support Paras for instruction ● ELA Discourse

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																											
			<ul style="list-style-type: none"> ● Walkthroughs ● National EL Coaching Support ● ELA Coach Support ● ELA Coaching Cycles ● Collaborative Meeting Support ● Instructional Coaches are being trained centrally ● Intervention Coaches are being trained centrally 																																																											
110: 3-8 Math All Students Core Subject PI		<h3 style="text-align: center;">DWCA Instructional Priorities</h3>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4CAF50; color: white;">ELA Instructional Priorities</th> <th style="background-color: #4CAF50; color: white;">EL/Expedition Instructional Priorities</th> <th style="background-color: #4CAF50; color: white;">Math Instructional Priorities</th> </tr> </thead> <tbody> <tr> <td>Teachers will implement and utilize the Close Read Protocol on a daily basis to increase student independence and reading achievement. In addition to student discourse. DWCA will build consistency across the ELA standards in grades K-4 with instructional strategies and resources.</td> <td>To promote student-driven, research-based learning opportunities, teachers will collaborate with their colleagues and scholars to plan authentic learning experiences. Teachers will ensure that students are exposed to standards based writing instruction that drives student mastery in all writing genres through authentic experiences.</td> <td>Teachers will implement the workshop model with integrity to improve student independence. Teachers will implement and utilize the accountable math talk protocols to engage students in mathematical thinking and student discourse. To improve students ability to problem solve, teachers will implement and utilize the CUBES strategy at grades K-4, along with the three reads protocol.</td> </tr> </tbody> </table>	ELA Instructional Priorities	EL/Expedition Instructional Priorities	Math Instructional Priorities	Teachers will implement and utilize the Close Read Protocol on a daily basis to increase student independence and reading achievement. In addition to student discourse. DWCA will build consistency across the ELA standards in grades K-4 with instructional strategies and resources.	To promote student-driven, research-based learning opportunities, teachers will collaborate with their colleagues and scholars to plan authentic learning experiences. Teachers will ensure that students are exposed to standards based writing instruction that drives student mastery in all writing genres through authentic experiences.	Teachers will implement the workshop model with integrity to improve student independence. Teachers will implement and utilize the accountable math talk protocols to engage students in mathematical thinking and student discourse. To improve students ability to problem solve, teachers will implement and utilize the CUBES strategy at grades K-4, along with the three reads protocol.	<h3 style="text-align: center;">2022-2023 Math State Test Results</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>total # tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Supports in Place</th> </tr> </thead> <tbody> <tr> <td>total</td> <td>164</td> <td>65% (107)</td> <td>26% (42)</td> <td>9% (14)</td> <td>0%(1)</td> <td rowspan="6"> Direct Instruction <ul style="list-style-type: none"> ● CUBES Strategy ● 3 Reads ● District Curriculum with unpacking Enrichment Opportunities <ul style="list-style-type: none"> ● First in Math ● 24 Challenge Professional Learning <ul style="list-style-type: none"> ● Mandatory Wednesdays ● 8 and 9 Day Grade Levels ● Bi Weekly Voluntary PD for EL Intervention: <ul style="list-style-type: none"> ● Every class has scheduled intervention time for ELA and Math ● iReady Teacher Toolkit ● Three intervention teachers that support K-2, 3-4, 5-6 Intervention teachers meet with coaches and admin every "C Day" to review progress monitoring data and make instructional decisions. Panorama Platform will be used in the future to monitor all data points for MTSS: Behavior, Attendance, ELA and Math. Additionally, intervention teachers attend mandated PD once a month. </td> </tr> <tr> <td>3rd</td> <td>43</td> <td>47% (20)</td> <td>42% (18)</td> <td>11% (5)</td> <td>0%(0)</td> </tr> <tr> <td>4th</td> <td>42</td> <td>62% (26)</td> <td>21%(9)</td> <td>17%(7)</td> <td>0% (0)</td> </tr> <tr> <td>5th</td> <td>37</td> <td>81%(30)</td> <td>16% (6)</td> <td>0%(0)</td> <td>3% (1)</td> </tr> <tr> <td>6th</td> <td>42</td> <td>74% (31)</td> <td>21% (9)</td> <td>5% (2)</td> <td>0%(0)</td> </tr> <tr> <td>6th</td> <td>42</td> <td>74% (31)</td> <td>21% (9)</td> <td>5% (2)</td> <td>0%(0)</td> </tr> </tbody> </table> <p style="text-align: center; color: green; font-weight: bold;">23-24 Performance Index Progress Target is 24.5. We need 39 students to score a Level 2 to reach our target.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #FFC107;"> <th>Year</th> <th>2-4</th> <th>3-4</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>34.7%</td> <td>9.1%</td> </tr> <tr> <td>21-22</td> <td>16.60</td> <td>2.40%</td> </tr> </tbody> </table>		total # tested	Level 1	Level 2	Level 3	Level 4	Supports in Place	total	164	65% (107)	26% (42)	9% (14)	0%(1)	Direct Instruction <ul style="list-style-type: none"> ● CUBES Strategy ● 3 Reads ● District Curriculum with unpacking Enrichment Opportunities <ul style="list-style-type: none"> ● First in Math ● 24 Challenge Professional Learning <ul style="list-style-type: none"> ● Mandatory Wednesdays ● 8 and 9 Day Grade Levels ● Bi Weekly Voluntary PD for EL Intervention: <ul style="list-style-type: none"> ● Every class has scheduled intervention time for ELA and Math ● iReady Teacher Toolkit ● Three intervention teachers that support K-2, 3-4, 5-6 Intervention teachers meet with coaches and admin every "C Day" to review progress monitoring data and make instructional decisions. Panorama Platform will be used in the future to monitor all data points for MTSS: Behavior, Attendance, ELA and Math. Additionally, intervention teachers attend mandated PD once a month.	3rd	43	47% (20)	42% (18)	11% (5)	0%(0)	4th	42	62% (26)	21%(9)	17%(7)	0% (0)	5th	37	81%(30)	16% (6)	0%(0)	3% (1)	6th	42	74% (31)	21% (9)	5% (2)	0%(0)	6th	42	74% (31)	21% (9)	5% (2)	0%(0)	Year	2-4	3-4	22-23	34.7%	9.1%	21-22	16.60	2.40%
ELA Instructional Priorities	EL/Expedition Instructional Priorities	Math Instructional Priorities																																																												
Teachers will implement and utilize the Close Read Protocol on a daily basis to increase student independence and reading achievement. In addition to student discourse. DWCA will build consistency across the ELA standards in grades K-4 with instructional strategies and resources.	To promote student-driven, research-based learning opportunities, teachers will collaborate with their colleagues and scholars to plan authentic learning experiences. Teachers will ensure that students are exposed to standards based writing instruction that drives student mastery in all writing genres through authentic experiences.	Teachers will implement the workshop model with integrity to improve student independence. Teachers will implement and utilize the accountable math talk protocols to engage students in mathematical thinking and student discourse. To improve students ability to problem solve, teachers will implement and utilize the CUBES strategy at grades K-4, along with the three reads protocol.																																																												
	total # tested	Level 1	Level 2	Level 3	Level 4	Supports in Place																																																								
total	164	65% (107)	26% (42)	9% (14)	0%(1)	Direct Instruction <ul style="list-style-type: none"> ● CUBES Strategy ● 3 Reads ● District Curriculum with unpacking Enrichment Opportunities <ul style="list-style-type: none"> ● First in Math ● 24 Challenge Professional Learning <ul style="list-style-type: none"> ● Mandatory Wednesdays ● 8 and 9 Day Grade Levels ● Bi Weekly Voluntary PD for EL Intervention: <ul style="list-style-type: none"> ● Every class has scheduled intervention time for ELA and Math ● iReady Teacher Toolkit ● Three intervention teachers that support K-2, 3-4, 5-6 Intervention teachers meet with coaches and admin every "C Day" to review progress monitoring data and make instructional decisions. Panorama Platform will be used in the future to monitor all data points for MTSS: Behavior, Attendance, ELA and Math. Additionally, intervention teachers attend mandated PD once a month.																																																								
3rd	43	47% (20)	42% (18)	11% (5)	0%(0)																																																									
4th	42	62% (26)	21%(9)	17%(7)	0% (0)																																																									
5th	37	81%(30)	16% (6)	0%(0)	3% (1)																																																									
6th	42	74% (31)	21% (9)	5% (2)	0%(0)																																																									
6th	42	74% (31)	21% (9)	5% (2)	0%(0)																																																									
Year	2-4	3-4																																																												
22-23	34.7%	9.1%																																																												
21-22	16.60	2.40%																																																												

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Action Steps:</p> <p>If we address how teachers implement <u>repeated reading of texts</u>, engaging all students in opportunities for <u>student discourse</u> to improve reading fluency and comprehension then students will create high-quality, <u>written responses and formal writing pieces</u> daily across a wide range of content areas.</p> <p>Teacher Accountability</p> <p>Walkthrough Data</p> <p>Professional Development</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																												
112: 3-8 Math Black Core Subject PI	Yes	<ul style="list-style-type: none"> ● Instructional Priorities ● WIGS ● 3 Intervention Teachers ● Student Progress monitor goals ● MTSS Referrals at grade level meetings ● RTI School Wide Plan ● Parent conferences ● Mandated professional development ● Walkthrough data ● PD Cheat Sheet ● Targeted grade level meetings for Math/ Data/ ELA ● ELA/ Math Executive Director Support ● Coaching Cycles ● Intervention Teacher Training Centrally ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	<p style="text-align: center;">iReady Math For 22-23</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="2" style="background-color: #4F81BD; color: white;">Mid/Above Grade Level</th> <th colspan="2" style="background-color: #70C170; color: white;">Early on Grade Level</th> <th colspan="2" style="background-color: #FFD700;">One Grade Level Below</th> <th colspan="2" style="background-color: #E74C3C;">Two Grade Levels Below</th> <th colspan="2" style="background-color: #8B4513; color: white;">Three or More Grade Levels Below</th> <th>Total Students Tested</th> </tr> </thead> <tbody> <tr> <td>Fall 2022</td> <td>1%</td> <td>2 students</td> <td>1%</td> <td>3 students</td> <td>35%</td> <td>97 students</td> <td>29%</td> <td>81 students</td> <td>34%</td> <td>94 students</td> <td>277</td> </tr> <tr> <td>Winter 2023</td> <td>5%</td> <td>14 students</td> <td>5%</td> <td>14 students</td> <td>49%</td> <td>139 students</td> <td>19%</td> <td>52 students</td> <td>22%</td> <td>62 students</td> <td>281</td> </tr> <tr> <td>Spring 2023</td> <td>11%</td> <td>30 students</td> <td>12%</td> <td>34 students</td> <td>43%</td> <td>121 students</td> <td>15%</td> <td>41 students</td> <td>20%</td> <td>56 students</td> <td>282</td> </tr> <tr> <td>Fall 2023</td> <td>1%</td> <td>2 Students</td> <td>2%</td> <td>5 students</td> <td>42%</td> <td>112</td> <td>28%</td> <td>74 Students</td> <td>28%</td> <td>76 Students</td> <td>269</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Math Discourse Rubric Tool to give feedback to classroom teachers ● 3 Intervention Teachers support RTI ● 2 Support Paras for instruction ● RCSD Math Department Support ● Math Coach ● Math Coaching Cycles ● Collaborative Meeting Support 		Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested	Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277	Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281	Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282	Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269
	Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested																																																				
Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277																																																				
Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281																																																				
Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282																																																				
Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269																																																				

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																														
			<ul style="list-style-type: none"> ● Instructional Coaches are being trained ● Intervention Coaches are being trained <p>Math Discourse Rubric for walkthroughs:</p> <table border="1" data-bbox="1333 597 2239 1258"> <thead> <tr> <th></th> <th>Teacher role</th> <th>Questioning</th> <th>Explaining mathematical thinking</th> <th>Mathematical representations</th> <th>Building student responsibility within the community</th> </tr> </thead> <tbody> <tr> <td>Level 0</td> <td>Teacher is at the front of the room and dominates conversation.</td> <td>Teacher is only questioner. Questions serve to keep students listening to teacher. Students give short answers and respond to teacher only.</td> <td>Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.</td> <td>Representations are missing, or teacher shows them to students.</td> <td>Culture supports students keeping ideas to themselves or just providing answers when asked.</td> </tr> <tr> <td>Level 1</td> <td>Teacher encourages the sharing of math ideas and directs speaker to talk to the class, not to the teacher only.</td> <td>Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.</td> <td>Teacher probes student thinking somewhat. One or two strategies may be elicited. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.</td> <td>Students learn to create math drawings to depict their mathematical thinking.</td> <td>Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to re-state in their own words what another student has said.</td> </tr> <tr> <td>Level 2</td> <td>Teacher facilitates conversation between students, and encourages students to ask questions of one another.</td> <td>Teacher asks probing questions and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.</td> <td>Teacher probes more deeply to learn about student thinking. Teacher elicits multiple strategies. Students respond to teacher probing and volunteer their thinking. Students begin to defend their answers.</td> <td>Students label their math drawings so that others are able to follow their mathematical thinking.</td> <td>Students believe that they are math learners and that their ideas and the ideas of their classmates are important. They listen actively so that they can contribute significantly.</td> </tr> <tr> <td>Level 3</td> <td>Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.</td> <td>Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions ask "why" and call for justification. Teacher questions may still guide discourse.</td> <td>Teacher follows student explanations closely. Teacher asks students to contrast strategies. Students defend and justify their answers with little prompting from the teacher.</td> <td>Students follow and help shape the descriptions of others' math thinking through math drawings and may suggest edits in others' math drawings.</td> <td>Students believe that they are math leaders and can help shape the thinking of others. They help shape others' math thinking in supportive, collegial ways and accept the same support from others.</td> </tr> </tbody> </table> <p>Fig. 11. Levels of classroom discourse. From Hufford-Ackles, Fuson, and Sherin (2014), table 1.</p>		Teacher role	Questioning	Explaining mathematical thinking	Mathematical representations	Building student responsibility within the community	Level 0	Teacher is at the front of the room and dominates conversation.	Teacher is only questioner. Questions serve to keep students listening to teacher. Students give short answers and respond to teacher only.	Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.	Representations are missing, or teacher shows them to students.	Culture supports students keeping ideas to themselves or just providing answers when asked.	Level 1	Teacher encourages the sharing of math ideas and directs speaker to talk to the class, not to the teacher only.	Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.	Teacher probes student thinking somewhat. One or two strategies may be elicited. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.	Students learn to create math drawings to depict their mathematical thinking.	Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to re-state in their own words what another student has said.	Level 2	Teacher facilitates conversation between students, and encourages students to ask questions of one another.	Teacher asks probing questions and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.	Teacher probes more deeply to learn about student thinking. Teacher elicits multiple strategies. Students respond to teacher probing and volunteer their thinking. Students begin to defend their answers.	Students label their math drawings so that others are able to follow their mathematical thinking.	Students believe that they are math learners and that their ideas and the ideas of their classmates are important. They listen actively so that they can contribute significantly.	Level 3	Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.	Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions ask "why" and call for justification. Teacher questions may still guide discourse.	Teacher follows student explanations closely. Teacher asks students to contrast strategies. Students defend and justify their answers with little prompting from the teacher.	Students follow and help shape the descriptions of others' math thinking through math drawings and may suggest edits in others' math drawings.	Students believe that they are math leaders and can help shape the thinking of others. They help shape others' math thinking in supportive, collegial ways and accept the same support from others.
	Teacher role	Questioning	Explaining mathematical thinking	Mathematical representations	Building student responsibility within the community																												
Level 0	Teacher is at the front of the room and dominates conversation.	Teacher is only questioner. Questions serve to keep students listening to teacher. Students give short answers and respond to teacher only.	Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.	Representations are missing, or teacher shows them to students.	Culture supports students keeping ideas to themselves or just providing answers when asked.																												
Level 1	Teacher encourages the sharing of math ideas and directs speaker to talk to the class, not to the teacher only.	Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.	Teacher probes student thinking somewhat. One or two strategies may be elicited. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.	Students learn to create math drawings to depict their mathematical thinking.	Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to re-state in their own words what another student has said.																												
Level 2	Teacher facilitates conversation between students, and encourages students to ask questions of one another.	Teacher asks probing questions and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.	Teacher probes more deeply to learn about student thinking. Teacher elicits multiple strategies. Students respond to teacher probing and volunteer their thinking. Students begin to defend their answers.	Students label their math drawings so that others are able to follow their mathematical thinking.	Students believe that they are math learners and that their ideas and the ideas of their classmates are important. They listen actively so that they can contribute significantly.																												
Level 3	Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.	Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions ask "why" and call for justification. Teacher questions may still guide discourse.	Teacher follows student explanations closely. Teacher asks students to contrast strategies. Students defend and justify their answers with little prompting from the teacher.	Students follow and help shape the descriptions of others' math thinking through math drawings and may suggest edits in others' math drawings.	Students believe that they are math leaders and can help shape the thinking of others. They help shape others' math thinking in supportive, collegial ways and accept the same support from others.																												

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Data will be available 11/3/23.</p> <p>Math discourse rubric will continue to be used to support student discourse and students as leaders of their own learning during math instruction in the classroom. Admin. and coaches will also give feedback to classroom teachers by using this discourse rubric.</p> <p>Action Steps:</p> <p>If we address how teachers implement <u>repeated reading of texts</u>, engaging all students in opportunities for <u>student discourse</u> to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.</p> <p>Teacher Accountability</p> <p>Walkthrough Data</p> <p>Professional Development</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																														
160: EM Chronic Absenteeism - All Students	Yes	<ul style="list-style-type: none"> Each classroom teacher is asked to share attendance concerns at grade-level meetings. Parent liaison calls daily to seek information on short term absences. Classroom teachers call when students are absent to document the reason. Attendance Team meets weekly with community partners and central office staff to review all attendance issues. <p>The following initiatives are implemented:</p> <ul style="list-style-type: none"> Attendance classroom incentives Special school incentive activities Classroom expeditions and fields trips Attendance Blitz 	<p style="text-align: center;">As of 10/16/23</p> <table border="1" data-bbox="1300 711 2322 990"> <thead> <tr> <th>School Group Name</th> <th># of Students Enrolled</th> <th>3 Days Absent</th> <th>5 Days Absent</th> <th>10 Days Absent</th> <th>20 Days Absent</th> </tr> </thead> <tbody> <tr> <td>10 - Dr. Walter Cooper Academy</td> <td>319</td> <td>124</td> <td>82</td> <td>31</td> <td>14</td> </tr> </tbody> </table> <p style="text-align: center;">Attendance Summary</p> <table border="1" data-bbox="1376 1146 2515 1253"> <thead> <tr> <th></th> <th>2023-2024</th> <th>2022-2023</th> <th>2021-2022</th> <th>2020-2021</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>Avg Daily Attendance</td> </tr> <tr> <td>Avg Daily Attendance</td> <td>85.3%</td> <td>86.2%</td> <td>85.8%</td> <td>86.2%</td> <td>91.2%</td> </tr> </tbody> </table>	School Group Name	# of Students Enrolled	3 Days Absent	5 Days Absent	10 Days Absent	20 Days Absent	10 - Dr. Walter Cooper Academy	319	124	82	31	14		2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	Attendance	Avg Daily Attendance	85.3%	86.2%	85.8%	86.2%	91.2%					
School Group Name	# of Students Enrolled	3 Days Absent	5 Days Absent	10 Days Absent	20 Days Absent																												
10 - Dr. Walter Cooper Academy	319	124	82	31	14																												
	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020																												
Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance																												
Avg Daily Attendance	85.3%	86.2%	85.8%	86.2%	91.2%																												
<p>Part III – Demonstrable Improvement Level 2 Indicators</p> <p>Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement</p>																																	

Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

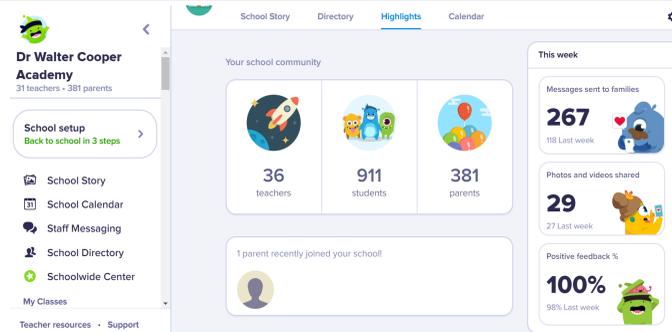
**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2: Plan for and implement Community School Model		<p>Strategies and Action Steps: Community School Indicators will continue to be shared with the school community. Community providers agree to partner with Dr. Walter Cooper Academy to support a demonstrable indicator goal (s). Additionally, each month updates will continue to be shared regarding progress for each indicator.</p> <p>Data and Evidence: We continue to meet with our Community Partners once a month on the 2nd Tuesday of each month. Our community partners are faithful with supporting our DI Goals.</p> <p>University of Rochester:</p> <ul style="list-style-type: none"> • November, our scholars will start The U of R Rochester Science Youth Program. We currently have approximately 20 students signed up to participate. • U of R Warner School of Early Childhood students' teachers are assigned to two of our primary classroom teachers. 	<p>During every CET Meeting all community partners will be invited to participate in the meetings. The meetings will beheld monthly to discuss the needs of the school. Parents, Parent Liaison, and students serve on the Community Engagement Team as well. Every Parent Meeting and/or events Community Partners are invited to attend. I also complete surveys at each event.</p> <ul style="list-style-type: none"> o CET Meeting Powerpoints <ul style="list-style-type: none"> o CET Meeting July 18, 2023 o CET Meeting August 15, 2023 o CET Meeting September 19, 2023 o CET Meeting October 17, 2023 <p>Action Steps: Community partners are assigned a demonstrable Indicator to monitor with the school community teams. Their role entails supporting, and providing resources to ensure that the school is not lacking any resources to support each DI.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> ● Rochester Education Foundation continues to supply culturally relevant literature and support our library and literacy needs through literature.. ● We are preparing to launch our Boys and Girls Club 21st Century Afterschool Partnership at the end of October. ● Browncroft Church food baskets and support for the food pantry will be taking place this November and December. Book bags with school supplies were donated during the month of August and September ● The Center for Youth Staff were trained in Restorative Circles to support student mediations and SEL support for our scholars. We have two very passionate CFY therapists who respond to the immediate needs of our students. They also participate on our SEL Team. <p>Informing Future Action Steps:</p> <p>The administrative team will continue to advocate and partner with current and new community partners to support lead strategies and demonstrable indicators to increase academic achievement.</p>	<p>The Community Specialist Liaison advocates and monitors the DI Goals in a HUB dashboard to monitor</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		We will also continue to seek student teachers from partnering colleges to meet the challenging needs of staffing educators who are strong instructionally. This will support the academic challenges that our student population may face. Having appropriate staff in place to meet the needs of all students is a priority for our school community.	

6: Family and Community Engagement (DTSDE Tenet 6)



Class Dojo is a free form of communication used to inform parents about upcoming events, student progress, pictures of student engagement, big parent events etc.

The Parent Liaison will ensure that we use The Power of 2 concept to increase our PTO. Classroom teachers will be asked to nominate 2 parents from each classroom to become apart of our PTO.

In addition, Title I funds will be utilized to continue the work of understanding student data and supporting strategies for reading and math at home and in school.

Family Line Dancing Classes began on October 16th from 6:30pm to 8:00pm on Mondays and Thursdays. It will continue until the end of the year.

[Family Handbook](#)

- Web Program Step Internship
 - Working with the Web program to get volunteers to work with the school in various locations in our school according to needs of the school.
- Cooper Institute
 - [Cooper Institute Day 1](#)
 - [Cooper Institute Day 2](#)
- Set Up Roc Restorative with Circle of Champions
 - Working Dawn Flowers & Roc Restorative Team for 2023-2024 tam
- Clarissa Street Celebration with Parents, Students & Staff



-
- Adopt a Classroom for IReady
 - Working with PTO
- Research Black Parenting Curriculum
 - Ongoing Research
- Set Up & Organize Food Pantry & Clothing Pantry



- Meet & Greet with Fulbright Teachers of Univ. of Roch.
 - [Fulbright Teachers U of R](#)
 - [Fulbright Teachers Information](#)
- Wilson Volunteer Day with University of Rochester

DWCA Spirit Week

October 30th-November 3rd

Mon Wear your favorite sports team jersey

Tue Be a Superhero-wear a school-appropriate costume (Harvest Festival)

Wed Twin day- dress as twins with a friend .Wear pink for breast cancer awareness

Thu Mismatch day- wear crazy patterns and mismatched clothes

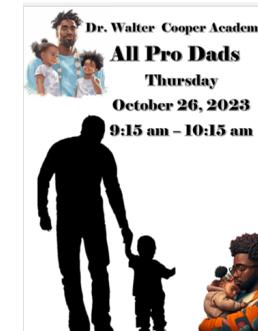
Fri Pajama Day- dress down day



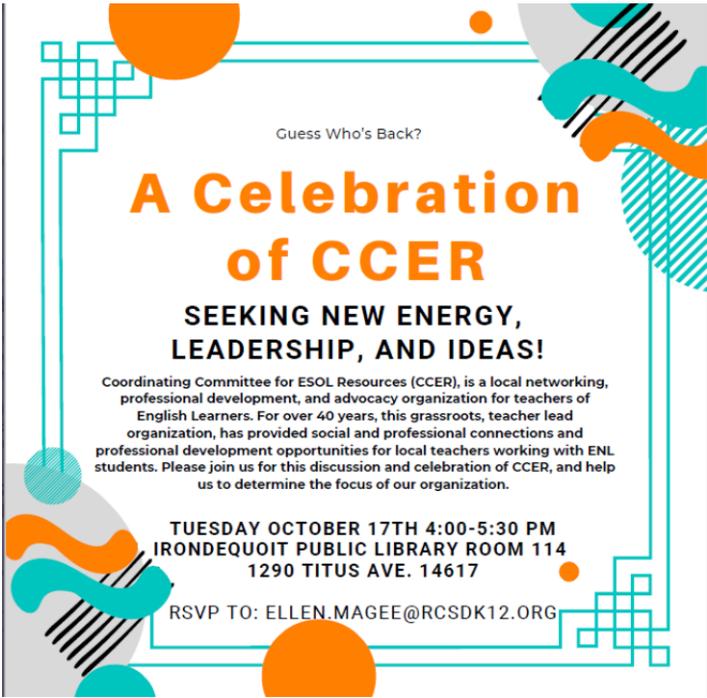
- Meet & Greet Back to School Rally



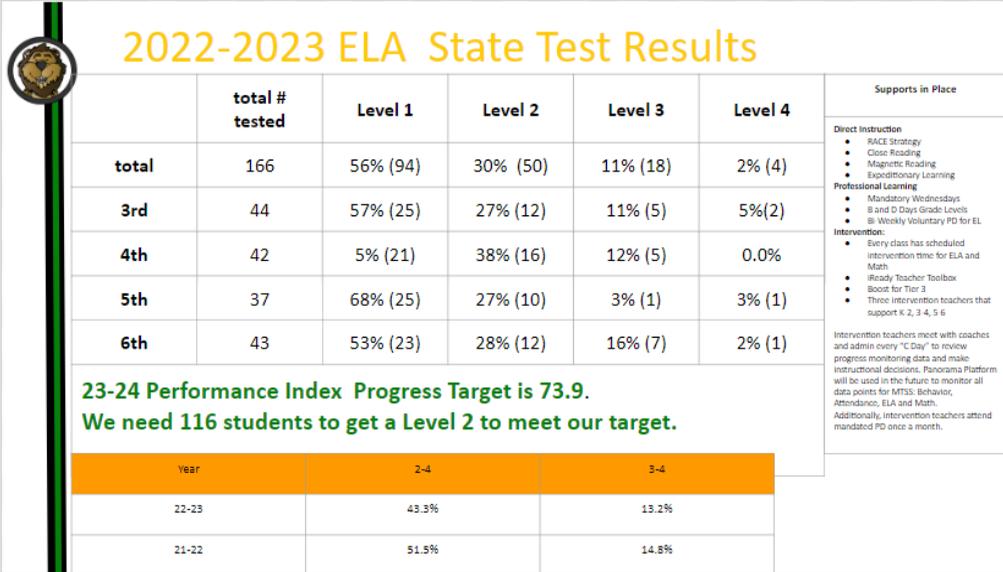
- Set Up & Organize Gaming Room for Students & Families
 -
- All Pro Dads
 - [All Pro Dads](#)



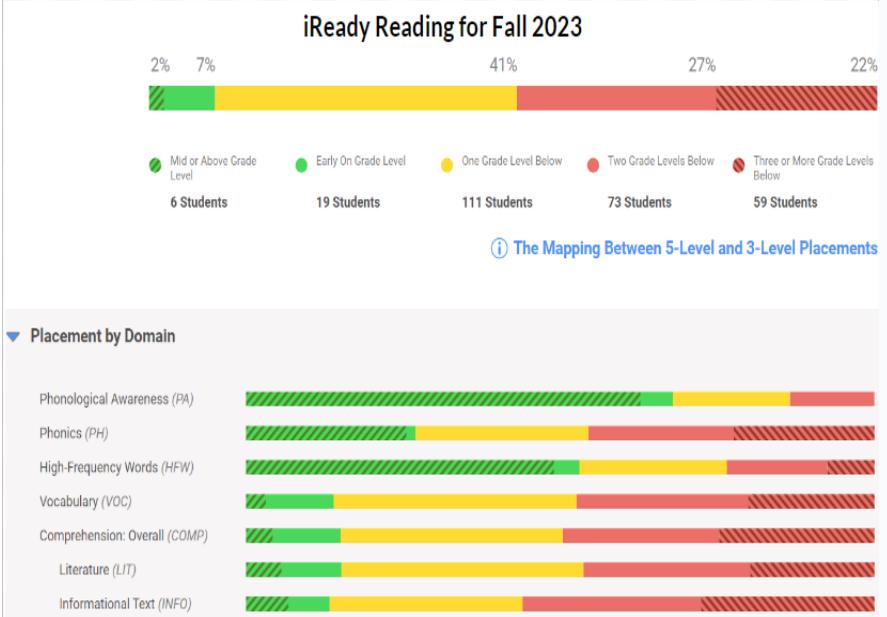
- PTO Meeting
 - [PTO DWCA OCT.5](#)
- Title I/ Curriculum Night
 - [Title I & Curriculum Night](#)
- Pillars of Hope

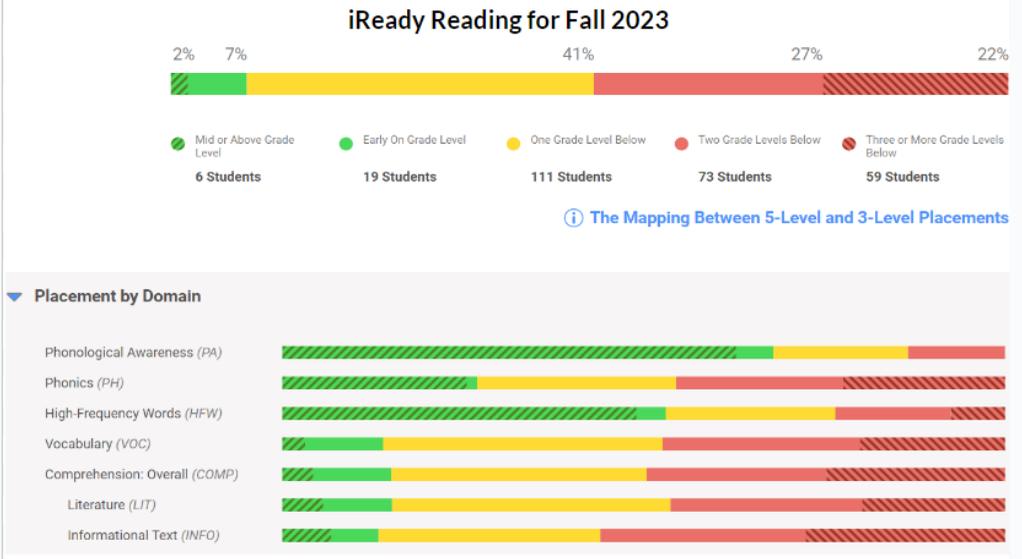
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> ○ Pillars of Hope are local African-American and Latinx professionals who volunteer to visit Rochester City School District (RCS D) schools, share their experiences and provide positive support to the students. ○ These role models were teachers, pastors or neighbors in our communities who were professionals in areas like business, engineering, law, mechanical repairs, medicine, and more. They took the time to share pieces of their journey with us, to talk about what helped them along the way. They helped us to see a broader world of possibilities. <ul style="list-style-type: none"> ● Meeting with David Beck (Science & Smile Fund) <ul style="list-style-type: none"> ○ Working with PTO to assist with Gaming Room ● Michael Allen/Parent Survey <ul style="list-style-type: none"> ○ Working with Parent Liaison ● Boys & Girls/ DWCA After School Program <ul style="list-style-type: none"> ○ 110 Students signed up for After School Program 3:30 pm - 6:30 pm ● Attendance Meeting ● Community Engagement Meetings <ul style="list-style-type: none"> ○ CET Meeting July 18, 2023 ○ CET Meeting August 15, 2023 ○ CET Meeting September 19, 2023

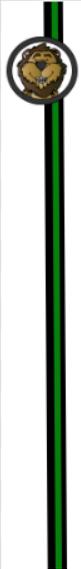
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		 <p>Strengthening Our Community's Health Together</p> <p>To celebrate 100 years of Aeon Missionary Baptist Church, Rochester Regional Health and Aeon Missionary Baptist Church are jointly hosting a community health fair.</p> <p>This event is a testament to the ongoing collaboration between the church and the hospital, promoting both physical and spiritual well-being within the community.</p> <p>Monday, October 30 12pm - 4pm Aeon Missionary Baptist Church 175 Genesee Street</p> <p>The event will feature the following:</p> <ul style="list-style-type: none"> • Mobile Mammography Center to provide free mammograms • Behavioral Health information & wellness • Blood pressure checks • Diabetes Education • Cholesterol screening • BMI screening • Information on cancer prevention, screening, and detection <ul style="list-style-type: none"> - Lung, Colorectal, and Prostate Health 	<ul style="list-style-type: none"> ○ CET Meeting October 17, 2023 ● Save Our School Parent Meeting with Superintendent <ul style="list-style-type: none"> ○ SOS Parent Meeting ● United Music & Arts Youth Center <ul style="list-style-type: none"> ● United Youth Music and Arts, Inc. is a 501(c)(3) nonprofit that develops youth leadership and empowerment through community-based music, arts and health and fitness programs, especially in under-served communities in the Rochester, New York area. ● All the programs incorporate life skills and leadership components such as team-building, peaceful dispute resolution and goal setting through exposure to positive role models, mentoring, training and practice.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																													
102: 3-8 ELA Black Core Subject PI	New Di Picked by school.	<ul style="list-style-type: none"> ● Instructional Priorities ● WIGS ● 3 Intervention Teachers ● Student Progress monitor goals ● MTSS Referrals at grade level meetings ● RTI School Wide Plan ● Parent conferences ● Mandated professional development ● Walkthrough data ● PD Cheat Sheet ● Targeted grade level meetings for Math/ Data/ ELA ● ELA/ Math Executive Director Support ● Coaching Cycles ● Intervention Teacher Training Centrally ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	 <p>2022-2023 ELA State Test Results</p> <table border="1"> <thead> <tr> <th></th> <th>total # tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>total</td> <td>166</td> <td>56% (94)</td> <td>30% (50)</td> <td>11% (18)</td> <td>2% (4)</td> </tr> <tr> <td>3rd</td> <td>44</td> <td>57% (25)</td> <td>27% (12)</td> <td>11% (5)</td> <td>5%(2)</td> </tr> <tr> <td>4th</td> <td>42</td> <td>5% (21)</td> <td>38% (16)</td> <td>12% (5)</td> <td>0.0%</td> </tr> <tr> <td>5th</td> <td>37</td> <td>68% (25)</td> <td>27% (10)</td> <td>3% (1)</td> <td>3% (1)</td> </tr> <tr> <td>6th</td> <td>43</td> <td>53% (23)</td> <td>28% (12)</td> <td>16% (7)</td> <td>2% (1)</td> </tr> </tbody> </table> <p>23-24 Performance Index Progress Target is 73.9. We need 116 students to get a Level 2 to meet our target.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2-4</th> <th>3-4</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>43.3%</td> <td>13.2%</td> </tr> <tr> <td>21-22</td> <td>51.5%</td> <td>14.8%</td> </tr> </tbody> </table> <p>Supports in Place</p> <ul style="list-style-type: none"> Direct Instruction <ul style="list-style-type: none"> ● RACE Strategy ● Close Reading ● Magnetic Reading ● Expeditionary Learning Professional Learning <ul style="list-style-type: none"> ● Mandatory Wednesdays ● 8 and 9 Days Grade Levels ● 8 Weekly Voluntary PD for EL Intervention: <ul style="list-style-type: none"> ● Every class has scheduled intervention time for ELA and Math ● Ready Teacher Toolbox ● Score for Tier 3 ● Three intervention teachers that support K, 2, 3, 4, 5, 6 <p>Intervention teachers meet with coaches and admin every "C Day" to review progress monitoring data and make instructional decisions. Panorama Platform will be used in the future to monitor all data points for MTSS: Behavior, Attendance, ELA and Math. Additionally, intervention teachers attend mandated PD once a month.</p> <p>The Leadership Team and classroom teachers will look at High ones and High 2s to close the achievement gap in ELA .</p> <p>Intervention Programs being used:</p> <ul style="list-style-type: none"> ● Phonics for Reading (3rd-6th Grade) ● Really Great Reading Program for students who receive specialized services ● Magnetic Reading (K-2) 		total # tested	Level 1	Level 2	Level 3	Level 4	total	166	56% (94)	30% (50)	11% (18)	2% (4)	3rd	44	57% (25)	27% (12)	11% (5)	5%(2)	4th	42	5% (21)	38% (16)	12% (5)	0.0%	5th	37	68% (25)	27% (10)	3% (1)	3% (1)	6th	43	53% (23)	28% (12)	16% (7)	2% (1)	Year	2-4	3-4	22-23	43.3%	13.2%	21-22	51.5%	14.8%
	total # tested	Level 1	Level 2	Level 3	Level 4																																											
total	166	56% (94)	30% (50)	11% (18)	2% (4)																																											
3rd	44	57% (25)	27% (12)	11% (5)	5%(2)																																											
4th	42	5% (21)	38% (16)	12% (5)	0.0%																																											
5th	37	68% (25)	27% (10)	3% (1)	3% (1)																																											
6th	43	53% (23)	28% (12)	16% (7)	2% (1)																																											
Year	2-4	3-4																																														
22-23	43.3%	13.2%																																														
21-22	51.5%	14.8%																																														

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> ● 3 Intervention Teachers support RTI ● 2 Support Paras for instruction ● ELA Discourse ● Walkthroughs ● National EL Coaching Support ● ELA Coach Support ● ELA Coaching Cycles ● Collaborative Meeting Support ● Instructional Coaches are being trained ● Intervention Coaches are being trained

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			 <p>iReady Reading for Fall 23</p> <p>2% 7% 41% 27% 22%</p> <p>● Mid or Above Grade Level (6 Students) ● Early On Grade Level (19 Students) ● One Grade Level Below (111 Students) ● Two Grade Levels Below (73 Students) ● Three or More Grade Levels Below (59 Students)</p> <p>The Mapping Between 5-Level and 3-Level Placements</p> <p>Placement by Domain</p> <ul style="list-style-type: none"> Phonological Awareness (PA) Phonics (PH) High-Frequency Words (HFW) Vocabulary (VOC) Comprehension: Overall (COMP) Literature (LIT) Informational Text (INFO)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																
105: 3-8 ELA ED Core Subject PI		<ul style="list-style-type: none"> ● Instructional Priorities ● WIGS ● 3 Intervention Teachers ● Student Progress monitor goals ● MTSS Referrals at grade level meetings ● RTI School Wide Plan ● Parent conferences ● Mandated professional development ● Walkthrough data ● PD Cheat Sheet ● Targeted grade level meetings for Math/ Data/ ELA ● ELA/ Math Executive Director Support ● Coaching Cycles ● Intervention Teacher Training Centrally ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	 <p>iReady Reading for Fall 2023</p> <p>2% 7% 41% 27% 22%</p> <p>● Mid or Above Grade Level (6 Students) ● Early On Grade Level (19 Students) ● One Grade Level Below (111 Students) ● Two Grade Levels Below (73 Students) ● Three or More Grade Levels Below (59 Students)</p> <p>The Mapping Between 5-Level and 3-Level Placements</p> <p>Placement by Domain</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Mid or Above Grade Level</th> <th>Early On Grade Level</th> <th>One Grade Level Below</th> <th>Two Grade Levels Below</th> <th>Three or More Grade Levels Below</th> </tr> </thead> <tbody> <tr> <td>Phonological Awareness (PA)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Phonics (PH)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>High-Frequency Words (HFW)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Vocabulary (VOC)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Comprehension: Overall (COMP)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Literature (LIT)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>Informational Text (INFO)</td> <td>2%</td> <td>7%</td> <td>41%</td> <td>27%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Phonological Awareness (PA)	2%	7%	41%	27%	22%	Phonics (PH)	2%	7%	41%	27%	22%	High-Frequency Words (HFW)	2%	7%	41%	27%	22%	Vocabulary (VOC)	2%	7%	41%	27%	22%	Comprehension: Overall (COMP)	2%	7%	41%	27%	22%	Literature (LIT)	2%	7%	41%	27%	22%	Informational Text (INFO)	2%	7%	41%	27%	22%
Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below																																														
Phonological Awareness (PA)	2%	7%	41%	27%	22%																																														
Phonics (PH)	2%	7%	41%	27%	22%																																														
High-Frequency Words (HFW)	2%	7%	41%	27%	22%																																														
Vocabulary (VOC)	2%	7%	41%	27%	22%																																														
Comprehension: Overall (COMP)	2%	7%	41%	27%	22%																																														
Literature (LIT)	2%	7%	41%	27%	22%																																														
Informational Text (INFO)	2%	7%	41%	27%	22%																																														

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 		
115: 3-8 Math ED Core Subject PI	Yes	<ul style="list-style-type: none"> ● Instructional Priorities ● WIGS ● 3 Intervention Teachers ● Student Progress monitor goals ● MTSS Referrals at grade level meetings ● RTI School Wide Plan ● Parent conferences ● Mandated professional development ● Walkthrough data ● PD Cheat Sheet ● Targeted grade level meetings for Math/ Data/ ELA ● ELA/ Math Executive Director Support ● Coaching Cycles ● Intervention Teacher Training Centrally ● Instructional Coach Training Centrally ● Panorama MTSS Platform coming 	 <p>Lead Strategy: Math</p> <p>If we address how teachers utilize mathematical discourse, the 3 reads strategy, and CUBES to improve students mathematical understanding; students' will be able to independently analyze mathematical problems and explain their thinking verbally and/ or in writing across a wide range of content areas.</p> <p style="text-align: center;">Adjustments made for 2023-2024 Strategies</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> ● GLEAM ● Implementation of 4DX WIGS ● Three Intervention Teachers (K-2, 3-4, and 5-6) ● Data Progress Monitoring weekly meeting with Intervention teacher and that admin and coach. ● Math Intervention Block on the schedule ● Summer Learning PD for Math with Central Office Coach and Building Coach. ● Panorama Platform for MTSS Support ● Math Discourse Rubric ● Lego League Coding ● RIT College Coding Club Partnership Coming ● School Improvement Coach </td> <td> <ul style="list-style-type: none"> ● Weekly mandated Wednesday PD ● Two Grade level meetings every four days (specific to Math) ● Summer of 2023 Math PD ● Summer of 2023 Cooper Institute ● Opening Day Training 2023 ● Student Leadership STEM Teams ● Mathematics is first on the 4th, 5th, and 6th grade schedules ● Support from Chief's Instruction Team ● 6th Grade Math Lab Concept (30 Students) ● ACE Habits of Mind ● TNTP Coach </td> </tr> </table>	<ul style="list-style-type: none"> ● GLEAM ● Implementation of 4DX WIGS ● Three Intervention Teachers (K-2, 3-4, and 5-6) ● Data Progress Monitoring weekly meeting with Intervention teacher and that admin and coach. ● Math Intervention Block on the schedule ● Summer Learning PD for Math with Central Office Coach and Building Coach. ● Panorama Platform for MTSS Support ● Math Discourse Rubric ● Lego League Coding ● RIT College Coding Club Partnership Coming ● School Improvement Coach 	<ul style="list-style-type: none"> ● Weekly mandated Wednesday PD ● Two Grade level meetings every four days (specific to Math) ● Summer of 2023 Math PD ● Summer of 2023 Cooper Institute ● Opening Day Training 2023 ● Student Leadership STEM Teams ● Mathematics is first on the 4th, 5th, and 6th grade schedules ● Support from Chief's Instruction Team ● 6th Grade Math Lab Concept (30 Students) ● ACE Habits of Mind ● TNTP Coach
<ul style="list-style-type: none"> ● GLEAM ● Implementation of 4DX WIGS ● Three Intervention Teachers (K-2, 3-4, and 5-6) ● Data Progress Monitoring weekly meeting with Intervention teacher and that admin and coach. ● Math Intervention Block on the schedule ● Summer Learning PD for Math with Central Office Coach and Building Coach. ● Panorama Platform for MTSS Support ● Math Discourse Rubric ● Lego League Coding ● RIT College Coding Club Partnership Coming ● School Improvement Coach 	<ul style="list-style-type: none"> ● Weekly mandated Wednesday PD ● Two Grade level meetings every four days (specific to Math) ● Summer of 2023 Math PD ● Summer of 2023 Cooper Institute ● Opening Day Training 2023 ● Student Leadership STEM Teams ● Mathematics is first on the 4th, 5th, and 6th grade schedules ● Support from Chief's Instruction Team ● 6th Grade Math Lab Concept (30 Students) ● ACE Habits of Mind ● TNTP Coach 				

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																
			<p style="text-align: center;">iReady Math for 2023 Fall</p> <p style="text-align: center;">Students Assessed/Total: 269/285</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Placement Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>2 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>2%</td> <td>5 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>42%</td> <td>112 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>28%</td> <td>74 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>28%</td> <td>76 Students</td> </tr> </tbody> </table> <p style="text-align: center;">The Mapping Between 5-Level and 3-Level Placements</p> <p>Placement by Domain</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Mid or Above Grade Level</th> <th>Early On Grade Level</th> <th>One Grade Level Below</th> <th>Two Grade Levels Below</th> <th>Three or More Grade Levels Below</th> </tr> </thead> <tbody> <tr> <td>Number and Operations (NO)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Algebra and Algebraic Thinking (ALG)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Measurement and Data (MS)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Geometry (GEO)</td> <td>1%</td> <td>2%</td> <td>42%</td> <td>28%</td> <td>28%</td> </tr> </tbody> </table>	Placement Level	Percentage	Number of Students	Mid or Above Grade Level	1%	2 Students	Early On Grade Level	2%	5 Students	One Grade Level Below	42%	112 Students	Two Grade Levels Below	28%	74 Students	Three or More Grade Levels Below	28%	76 Students	Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Number and Operations (NO)	1%	2%	42%	28%	28%	Algebra and Algebraic Thinking (ALG)	1%	2%	42%	28%	28%	Measurement and Data (MS)	1%	2%	42%	28%	28%	Geometry (GEO)	1%	2%	42%	28%	28%
Placement Level	Percentage	Number of Students																																																	
Mid or Above Grade Level	1%	2 Students																																																	
Early On Grade Level	2%	5 Students																																																	
One Grade Level Below	42%	112 Students																																																	
Two Grade Levels Below	28%	74 Students																																																	
Three or More Grade Levels Below	28%	76 Students																																																	
Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below																																														
Number and Operations (NO)	1%	2%	42%	28%	28%																																														
Algebra and Algebraic Thinking (ALG)	1%	2%	42%	28%	28%																																														
Measurement and Data (MS)	1%	2%	42%	28%	28%																																														
Geometry (GEO)	1%	2%	42%	28%	28%																																														

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
-----------	----------------	--	--

--	--

--

	Teacher role	Questioning	Explaining mathematical thinking	Mathematical representations	Building student responsibility within the community
Level 0	Teacher is at the front of the room and dominates conversation.	Teacher is only questioner. Questions serve to keep students listening to teacher. Students give short answers and respond to teacher only.	Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.	Representations are missing, or teacher shows them to students.	Culture supports students keeping ideas to themselves or just providing answers when asked.
Level 1	Teacher encourages the sharing of math ideas and directs speaker to talk to the class, not to the teacher only.	Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.	Teacher probes student thinking somewhat. One or two strategies may be elicited. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.	Students learn to create math drawings to depict their mathematical thinking.	Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to restate in their own words what another student has said.
Level 2	Teacher facilitates conversation between students, and encourages students to ask questions of one another.	Teacher asks probing questions and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.	Teacher probes more deeply to learn about student thinking. Teacher elicits multiple strategies. Students respond to teacher probing and volunteer their thinking. Students begin to defend their answers.	Students label their math drawings so that others are able to follow their mathematical thinking.	Students believe that they are math learners and that their ideas and the ideas of their classmates are important. They listen actively so that they can contribute significantly.
Level 3	Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.	Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions ask "why" and call for justification. Teacher questions may still guide discourse.	Teacher follows student explanations closely. Teacher asks students to contrast strategies. Students defend and justify their answers with little prompting from the teacher.	Students follow and help shape the descriptions of others' math thinking through math drawings and may suggest edits in others' math drawings.	Students believe that they are math leaders and can help shape the thinking of others. They help shape others' math thinking in supportive, collegial ways and accept the same support from others.

Fig. 11. Levels of classroom discourse. From Hufford-Ackles, Fuson, and Sherin (2014), table 1.

Math discourse rubric will continue to be used to support student discourse and students as leaders of their own learning during math

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																																												
			<p>instruction in the classroom. Admin. and coaches will also give feedback to classroom teachers by using this discourse rubric.</p> <table border="1" data-bbox="1542 613 2561 1224"> <caption data-bbox="1919 623 2185 651">iReady Math For 22-23</caption> <thead> <tr> <th data-bbox="1548 662 1623 748"></th> <th colspan="2" data-bbox="1623 662 1795 748">Mid/Above Grade Level</th> <th colspan="2" data-bbox="1795 662 1967 748">Early on Grade Level</th> <th colspan="2" data-bbox="1967 662 2139 748">One Grade Level Below</th> <th colspan="2" data-bbox="2139 662 2311 748">Two Grade Levels Below</th> <th colspan="2" data-bbox="2311 662 2483 748">Three or More Grade Levels Below</th> <th data-bbox="2483 662 2556 748">Total Students Tested</th> </tr> </thead> <tbody> <tr> <td data-bbox="1548 748 1623 870">Fall 2022</td> <td data-bbox="1623 748 1709 870">1%</td> <td data-bbox="1709 748 1795 870">2 students</td> <td data-bbox="1795 748 1881 870">1%</td> <td data-bbox="1881 748 1967 870">3 students</td> <td data-bbox="1967 748 2053 870">35%</td> <td data-bbox="2053 748 2139 870">97 students</td> <td data-bbox="2139 748 2225 870">29%</td> <td data-bbox="2225 748 2311 870">81 students</td> <td data-bbox="2311 748 2397 870">34%</td> <td data-bbox="2397 748 2483 870">94 students</td> <td data-bbox="2483 748 2556 870">277</td> </tr> <tr> <td data-bbox="1548 870 1623 992">Winter 2023</td> <td data-bbox="1623 870 1709 992">5%</td> <td data-bbox="1709 870 1795 992">14 students</td> <td data-bbox="1795 870 1881 992">5%</td> <td data-bbox="1881 870 1967 992">14 students</td> <td data-bbox="1967 870 2053 992">49%</td> <td data-bbox="2053 870 2139 992">139 students</td> <td data-bbox="2139 870 2225 992">19%</td> <td data-bbox="2225 870 2311 992">52 students</td> <td data-bbox="2311 870 2397 992">22%</td> <td data-bbox="2397 870 2483 992">62 students</td> <td data-bbox="2483 870 2556 992">281</td> </tr> <tr> <td data-bbox="1548 992 1623 1114">Spring 2023</td> <td data-bbox="1623 992 1709 1114">11%</td> <td data-bbox="1709 992 1795 1114">30 students</td> <td data-bbox="1795 992 1881 1114">12%</td> <td data-bbox="1881 992 1967 1114">34 students</td> <td data-bbox="1967 992 2053 1114">43%</td> <td data-bbox="2053 992 2139 1114">121 students</td> <td data-bbox="2139 992 2225 1114">15%</td> <td data-bbox="2225 992 2311 1114">41 students</td> <td data-bbox="2311 992 2397 1114">20%</td> <td data-bbox="2397 992 2483 1114">56 students</td> <td data-bbox="2483 992 2556 1114">282</td> </tr> <tr> <td data-bbox="1548 1114 1623 1224">Fall 2023</td> <td data-bbox="1623 1114 1709 1224">1%</td> <td data-bbox="1709 1114 1795 1224">2 Students</td> <td data-bbox="1795 1114 1881 1224">2%</td> <td data-bbox="1881 1114 1967 1224">5 students</td> <td data-bbox="1967 1114 2053 1224">42%</td> <td data-bbox="2053 1114 2139 1224">112</td> <td data-bbox="2139 1114 2225 1224">28%</td> <td data-bbox="2225 1114 2311 1224">74 Students</td> <td data-bbox="2311 1114 2397 1224">28%</td> <td data-bbox="2397 1114 2483 1224">76 Students</td> <td data-bbox="2483 1114 2556 1224">269</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Math Discourse Rubric Tool to give feedback to classroom teachers ● 3 Intervention Teachers support RTI ● 2 Support Paras for instruction 		Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested	Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277	Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281	Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282	Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269
	Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested																																																				
Fall 2022	1%	2 students	1%	3 students	35%	97 students	29%	81 students	34%	94 students	277																																																				
Winter 2023	5%	14 students	5%	14 students	49%	139 students	19%	52 students	22%	62 students	281																																																				
Spring 2023	11%	30 students	12%	34 students	43%	121 students	15%	41 students	20%	56 students	282																																																				
Fall 2023	1%	2 Students	2%	5 students	42%	112	28%	74 Students	28%	76 Students	269																																																				

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> ● RCSD Math Department Support ● Math Coach ● Math Coaching Cycles ● Collaborative Meeting Support ● Instructional Coaches are being trained . ● Intervention Coaches are being trained .

Part IV – Community Engagement Team (CET)

The [Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Report Out of 2023-2024 CET Plan Implementation

<ul style="list-style-type: none">● List the constituent categories of stakeholders that have participated as CET members during this reporting period.● Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.● Provide data and related evidence used to measure the impact and efficacy of the CET.● Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.	<ul style="list-style-type: none">● Outline the process by which new members of the CET will be identified and selected*.● Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.● An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported.● Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
--	---

- 19th Ward : (Dr. Phyllis Moss) - Supports resources and monitors our ELA DI
- Browncroft Community Church:(Alissa Cantanzaro) - Family and Community Engagement
- Monroe County FACT: (Chuck Allen) - Chronic Absenteeism
- Nazareth College Urban Teachers of Tomorrow: (K) - ELA and Math
- Southwest Common Council: (John Boutet)
- Rochester Education Foundation: (Amy Stein) Dr. Walter Cooper
- University of Rochester (Dr. Kristen Love) ELA, Math, Enrichment
- University of Rochester Center for Community Engagement (Glen Cerosaletti)
- Won Fulbright Scholarship in partnership with The U of R College. This program will take place from September 2023-December 2023.
- Boys and Girls Club (Dwayne Mahoney/ Phillipa- Stuart) ELA, Math, Enrichment
- Worth More Nation (Sandy Arena) Girls Group (SEL)
- Children’s Institute: (Dawn Breitung) SEL PD for Staff
- Common Ground Health (Candice Williams/ Erick Stephens)
- Mobile Crisis: (Strong Hospital)
- St. John Fisher College: (Alison Bosworth)
- Rochester Engineering Society (Lee Loomis) : Math Support
- Center for Youth (Robert Downs) SEL Support
- MTSS Department (Lisa Montanaro and Colleen Tyler)
- Rochester Engineering Society (Lee Loomis) : Math/ ELA Support
- AmeriCorps (Garth Freeman, Racheal Marinelli)
- The REAL TEAM (CRT Training for all staff) 10/27/23
- Roc Restorative Coach [SEL Choice Board](#) Support for School Closing announced on 10/19/23

Working with each community partner to adopt a Level I or Level II demonstrable indicator to support and uplift our school community to get off of The Receivership List as noted in Column on the right.

Every 2nd Tuesday of the month, we meet with our community partners to share how we are doing as a school with our Lead Strategies and Demonstrable Indicators. Advice, suggestions, and data is shared on how the school is progressing every month with our partners.

The Community Site Coordinator meets weekly with the Principal, Parents, Parent Liaison, and PTO President to ensure the needs of the school are met.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Part V – Powers of the Receiver

Provide a summary of the use of the School Receiver’s powers during this reporting period.

- Please note the [EWA \(Employee Work Agreement for our School Community\)](#).
- RCSD MOA for Powers of Receivership.
- Wednesday Paid PDs for all Classroom Teachers.
- Summer PDs
- Teacher and Admin Coach
- Teacher and Admin Walkthrough Feedback
- Voluntary PD Credit Courses for Expeditionary Learning
- EL Contract EL Training
- National EL Coaches
- School Improvement Coach
- 3 Intervention Teachers
- Community Site Specialist
- Chief Walkthrough Visits
- EL Framework and Autonomy
- Integration of Science and Social Studies Content with ELA for EL
- 1:1 Data Meetings
- 2 Floating Paras for extra instructional support through (ARP Funding)
- Coaching cycles are also based on walkthrough data and classroom teacher needs assigned by Administrators.
- Providing recommendations for staff that are not aligned to the vision and mission of the school, to seek another classroom assignment.
- Monthly Community Engagement Team Meetings to support Community Schools
- Monthly Parent meeting and Parent WOrkshops/ (Tenet 6)

Extra Accommodations include:

2 Grade level meetings one focused on ELA and one focused on Math

Special Schedule to accommodate SEL Time for students for 30 minutes daily and closing crew time at the end of the day.

The lead administrator has several coaches to assist with distributive and instructional leadership:

- TNTP Coach
- Sams Coach
- 4DX Support
- SSP Coach

Monthly meetings occur out of the building:

- Network 3 Receivership Meetings/ Principal Leadership Meetings

Primary Classroom Teachers, ENL Teachers, and Speech Teachers received consultant feedback about [Magnetic Reading](#), which is a phonics program for primary students. A phonemic-based program will allow receivership schools to have a researched- based skills block for their primary students. Mandated Rtl and CAN Time intervention blocks for all grade levels were also built into the master schedule.

DII Selection Addendum – *If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.*

Overview of changes made by the school that were shared with families and community partners.

Dr. Walter Cooper Academy School # 10

DIs for SY 2022-2023	OVERVIEW for 2023-24 SCHOOL YEAR	DIs for SY 2023-2024	RATIONALE FOR SY 2023-24 DI Selection
<p>Level 1:</p> <ol style="list-style-type: none"> 1. Chronic Absenteeism 2. School Safety 3. English Language Proficiency 4. English Language Arts Performance and Growth 5. Mathematics Performance and Growth 6. Science Performance <p>Level 2:</p> <ol style="list-style-type: none"> 1. Community Schools 2. Family and Community Engagement 3. English Language Arts Performance (Economically Disadvantaged) 4. Mathematics Performance (Economically Disadvantaged) 5. Mathematics Performance (African Americans) 	<p>The State identified 3 Level 1 Indicators for our School. We are required to have 5 Level 1 Indicators.</p> <p>This means we need to select two Level 2 Indicators from the list of indicators provided by the State and make them Level 1 Indicators.</p> <p>The State is also allowing schools to continue with the same Level 2 indicators as the previous year or a school has the choice to select new Level 2 Indicators.</p>	<p>Level 1:</p> <ol style="list-style-type: none"> 1. Chronic Absenteeism- All Students 2. 3-8 ELA All Students Core Subject PI 3. 3-8 Math All Students Core Subject PI 4. Math Black Student MGP 5. 3-8 ELA Black Core Subject PI <p><i>The State has removed School Safety and English Language Proficiency as previous results exceeded State cut point.</i></p> <p>Level 2:</p> <ol style="list-style-type: none"> 1. Plan for and Implement Community School Model 2. Family and Community Engagement (DTSDE 6) 3. 3-8 ELA ED Core Subject PI 4. 3-8 Math Black Core Subject PI 5. 3-8 Math ED Core Subject PI 	<p>Math Black Student MGP relates to how black students grow in math in comparison to other black students in New York State. Overall our MGP which stands for Mean Growth Percentile shows our student are showing growth; however, not as rapidly as other students in New York State. Past performance indicates the progress target for Math All Students MGP has been met. As the targets are determined on our school's baseline growth data we feel confident that we will be able to meet and or exceed the progress target as set by the State for the next 3 years.</p> <p>3-8 ELA Black Core Subject PI is a progress target that pertains to how well black students perform on the ELA 3-8 English Language Arts Test. Trend data shows our school has continued to show strong performance in Literacy. Progress for 3-8 ELA All Students was met in 2018-19 and 2021-22. We feel confident that we will be able to meet and or exceed the progress targets for All Student as well as Black students as set by the State for the next 3 years.</p> <p>No changes were made to Level 2 Indicators.</p>

[Empty rectangular box]

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _____
Signature of Receiver: Carmine Paliso
Date: 10/30/23

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): Shatima Jones
Signature of CET Representative*: [Signature]
Title of CET Representative: Social Learning Specialist
Date: 10/16/2023

***The CET Attestation must be signed by a CET member other than a school administrator.**