

2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan

Report Period: April 29, 2023 to June 30, 2023 (Due July 21, 2023)

This document is to be completed by the Superintendent/School 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 place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention 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:
Edison Career and Technology High School	261600010095	Rochester City School District	N/A	2	https://www.rcsdk12.org/Page/52298

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Jacob Scott	March 2019	Brenda Torres-Santana <i>Chief of Schools</i>	9-12	59%

Executive Summary

Please provide a plain-language summary of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide 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.

This summary provides an update on the progress made since the last reporting period and outlines our plans for the upcoming school year. Over the past quarter, we have taken significant actions to implement lead strategies, engage the community along with our stakeholders, business partners and parents, and utilize our Receivership powers to improve our school system. These actions serve as the foundation for our data-informed continuation plan for the next school year (2023-2024).

One key aspect of our progress is the implementation of lead strategies. These are carefully designed approaches that have proven effective in enhancing educational outcomes for the Edison Career & Technology High School. By utilizing each of the five strategies, we have witnessed positive changes in our school. We have seen improvements in student achievement, better teacher-student relationships, and increased student engagement. Our commitment to implementing evidence-based strategies has helped us create a more conducive learning environment for all students.

In parallel, community engagement has played a vital role in shaping our actions. We have actively sought input from parents, teachers, students, and community members to understand their needs and perspectives. This collaboration has helped us tailor our efforts to address the specific challenges faced by our school and the day-to-day pushes that sometimes present themselves as roadblocks. Through cohort town hall meetings, student, teacher, and parent surveys, and regular communication channels such as social media and robocalls we have fostered a sense of ownership and inclusivity within our school community.

Looking ahead to the next school year, we will build upon the progress made so far to enhance our comprehensive continuation plan. We will assess student performance, teacher effectiveness, school climate, and other relevant metrics to guide our decision-making process. You will read below that enclosed within our continuation plan our focus on sustaining the positive changes achieved and addressing areas that still require improvement are non negotiables. This plan will serve as a blueprint for our schools' work and we will continue to prioritize the well-being and success of every student, ensuring that they receive the support and resources they need to thrive academically and socially.

Overview of School Demographic and Four-Year Trend Data
Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as ‘point-in-time’ for each reporting period.

Data Source:
ROC 3D

Date of Capture:
July 14,2023

Total Current Enrollment/Registrant Counts:
N= 1240

SWD
32.5%

ELL
16.7%

SWD/ELL percentage total
6.1%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	66.3%	68.1%	66.5%	69%
Chronic Absenteeism Rate	70.6%	N/A on SIRS 107	78.1%	80.0%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	23.8%/ #437	16.4%/#282	24.2%/ #338	25.6%/ #315
Duplicated Suspensions	76.0%/ #1393	55.2%/ #950	77.6%/ #1082	78.1% /#961
Unduplicated Suspensions	29.0%/ #532	23.5%/#405	31%/ #432	31.5% /#388
ELL Suspensions	14.7%/ #39	8.1%/#24	19.3%/#47	23.5 % #47
SWD Suspensions	29.8%/ #139	19.9%/#92	27.7%/ #115	29.2% /#113

Suspension Tracking and Reporting Addendum

Out of School Suspensions #: 315

Number of students who received at least one day of out of school suspension.

Duplicated Suspensions #: 216

Number of the same student(s) suspended more than one time.

Unduplicated Suspensions #: 315

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #: 47

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #: 113

Number of students with disabilities suspended at least one time.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation 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.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan*, include processes for assessing impact on student learning outcomes that will be implemented during the new school year.
- 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
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I- Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included 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 data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school’s improvement work during the 2022-2023 school	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.

year, including any that were discontinued.			
1. Ninth Grade Academy	<p>This strategy directly connects new ninth-grade students with a sense of community as they enter Edison Career and Technology High School. The ninth-grade academy has connected students to the culture of the Edison Campus and provides a sense of belonging and development to the whole child.</p>	1. Ninth Grade Academy	<p>This strategy will continue to focus on the following components:</p> <ul style="list-style-type: none"> • Weekly focus on attendance and grade monitoring to ensure that each student receives 5 or more credits at the end of the year. • Increasing the services by community partnerships aligned to student and family needs • Alignment with improving study skills and test stamina. • Created and established a 9th-grade wing for students and staff. • Developed a comprehensive system (Help Zone) for the Freshmen Academy to address barriers to learning and teaching and re-engage students who have become disengaged. The 9th Grade Help Zone supports students daily with conflict resolution/mediation. • Classroom Townhall Meetings: Meetings presented by the administrator and counselor to discuss (Graduation Requirements, College & Career Exploration, Tutoring, Expectations, & Academic Goal Setting. • Established our first Freshman Day. Presently we are preparing the Class of 2026 for one of their first paths toward

			<p>graduation. As part of the preparation and getting to know “Every Inventor, by face and name, to and through graduation,”</p> <p>all first-year students will participate in our first Freshman Day which will involve Freshman Entrance Interviews and a special lunch. This process is to prepare our scholars for college and career readiness and provide an opportunity for staff and community agencies to get to know our scholars better.</p> <ul style="list-style-type: none"> • Established two team teacher leads (Two 9th grade teachers)- The team meets bi-weekly. • Established a 9th Grade Culture and Climate Team – The team meets weekly. • Established a 9th Grade Calendar. • At the end of the school year students and families participated in our first CTE Pathway Induction Ceremony
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<p>2. Maintain a Graduation Rate of 65% through on-track credit accrual.</p>	<ul style="list-style-type: none"> • The utilization of a Cohort tracking system that served as the central location for all pertinent individual student information regarding meeting graduation requirements. • The continuous marking period to marking period monitoring of student progress regarding credit accumulation, and academic performance in courses needed for graduation. • Midyear analysis of student performance by targeted students on the January Regents exams <p>All three of these lead strategies will be maintained during the next school year. After an analysis of the processes that were implemented for each strategy, recommendations for improving the effectiveness with the goal of implementing those suggestions will occur.</p>	<p>2. Maintain a Graduation Rate of 65% through on-track credit accrual</p>	<p>The tracking system was selected as a lead strategy to ensure that the Class of 2023 support team had access to accurate, current data in planning action steps to support targeted students.</p> <p>The marking period to marking period monitoring of student progress was selected as a lead strategy because it allowed the opportunity to focus on which students to target. All students were labeled either green, yellow or red based on their progress meeting graduation requirements.</p> <p>The midyear analysis of student performance on Regents Exams was selected as a lead strategy because coupled with the marking period analysis, it allowed for an opportunity to communicate with students and parents on where the student was in terms of meeting graduation requirements. Individual plans for each of the targeted students were developed and/or adjusted for the second semester.</p>
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<p>3. Clear and shared expectations for producing high-quality writing.</p>	<p>Priority area: evidence of writing in all classes, as evidenced by adapted walkthrough tool & feedback cycles.</p> <ul style="list-style-type: none"> • Within the ELA/ENL departments, continue to use the Data Wise framework to guide processes and protocols. • Within the ELA/ENL departments, continue embedded PD of deep dive into SWRL (Speaking, Writing, Reading, and Listening) that includes department “look fors” and walkthrough tool. • Within the ELA/ENL departments, to address writing stamina continue close monitoring teacher-owned tracking and monitoring systems regarding focused writing as aligned with pacing charts, and standards via the use of rubrics. • Within the ELA/ENL departments, continue embedded PD of vertical alignment of writing expectations (TEAL department-wide writing strategy), feedback, and documentation. • Within the ELA/ENL departments, via walkthrough data, monitor the application of Student-led Conversation Deep Discussion, and Feedback. • Within the ELA/ENL departments, analyze and progress monitor District and school-level common formative assessments/benchmarks data. • Re-establish 25 books school-wide reading campaign. • Establish a writing campaign that is aligned with the school-wide reading campaign that includes writing portfolios and competitive writing. 	<p>3. Clear and shared expectations for producing high-quality writing.</p>	<p>Priority area: evidence of writing in all classes, as evidenced by adapted walkthrough tool & feedback cycles.</p> <ul style="list-style-type: none"> • For the 2023-2024 school year: • School-wide focus on discipline literacy. • School-wide inventory of discipline literacy practices. • School-wide data analysis disaggregated by subgroups (SWD, ELL, Bilingual) to determine focus areas. • Identify school-wide look-fors to develop school-wide professional development and walkthrough tools for progress monitoring and feedback. • School-wide focus on building reading and writing stamina specific to each discipline. • Continue a school-wide 25 books reading and writing campaign.
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4. Decrease chronic absence by 5%.	<p>The systems that have been created to support this work include:</p> <ul style="list-style-type: none"> The utilization of a school-wide student attendance tracking system to help the building-wide attendance team focus on addressing chronic absenteeism. The system allows for the capability to track data for the school but most importantly to track data by Cohort. The school attendance team meets twice a month to discuss data and among other action steps, provide updates on students who have been targeted for month-long support to ensure they stay on track to progress toward reaching the goal of 90% attendance for the year. The community site administrator meets with the home school assistants on a weekly basis to discuss and analyze various data points from attendance reports. In addition, they review home visits conducted and phone calls made to target students who have attendance issues. 	4. Decrease chronic absence by 5%.	Reducing chronic absenteeism was selected as a lead strategy because current data trends suggest that if students strive to attain an average daily attendance rate that is 90% or higher, the likelihood that students will pass their scheduled course increases dramatically. Recent studies have suggested that in high schools, a student's attendance in a particular course is the most impactful metric regarding whether or not the student will earn credit for the course. As a result, reducing the chronic absenteeism rate will positively impact all content related demonstrable indicators.
5. Ensure the alignment of teaching and learning in all applicable courses to both NYS and College/Career readiness standards.	Alignment of teaching and learning to NYS and college/career readiness standards ensures that our instruction mirrors the rigors of assessments given to our students which so many of our DIIs are contingent upon. Ensuring learning targets are rooted in standards and assessed formatively throughout a lesson and summatively when/where appropriate is why this is a necessary strategy. Informal walk-through visits indicate that we are not meeting this at a sufficient level across the school and it should remain as a lead strategy in the future.	5. Ensure the alignment of teaching and learning in all applicable courses to both NYS and College/Career readiness standards.	This strategy should continue as the school ensures alignment of teaching and assessment across all courses to meet the district objective of grade-level instruction and improved performance on Regents exams.

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 the Demonstrable Improvement Indicator targets.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#5 School Safety</p> <p>22-23 Progress Target: 0.1</p>	<ul style="list-style-type: none"> • Our focus this year for MTSS teams has been to chart students' attendance, behavior, and students in need of support. Additionally, we implemented a strategy that was not focused on interruption when students arrived late to class. Students would enter class, sign in and then proceed to their seats. • Town Hall meetings were implemented to remind students of positive school behavior and academic expectations. • ET On Track was implemented where students who were struggling academically or had been LTS was provided time to meet with teachers after school in a remote session to stay on top of their school work. • SEL team provided students with an incentive to perform in the classroom and in school, with the motivation of receiving a snack as well as phone privilege to utilize their phone during school hours 	<ul style="list-style-type: none"> • This process allowed us to determine what individuals were in need of support by teachers MTSS referral with a major emphasis focused on holding students more accountable by not allowing them to frequently receive passes to enter the hallways. • Town hall meetings were conducted throughout the year to focus on school-wide expectations. Our lunches were 42 minutes long so we would have a series of meetings to discuss with students common expectations. • ET on Track was introduced to focus on students staying on top of their studies. If students were suspended or LTS we would place students in ET on Track to support the student while out of school by having them log in to google classroom and connect with a teacher to stay abreast of their school work. • SEL- Most importantly students could earn Pride Points for positive behavior. This motivation set the tone for students to perform positively in the class and hallways. If students earn 500 points they have the privilege of carrying their phone throughout the day. • Additionally, the above methods helped us focus on supporting positive outcomes instead of negative outcomes. Students then had a sense of belonging instead of addressing the negative we provided more incentives.


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#67 2021 Total Cohort (10th Graders) Passing Math Regents</p> <p>22-23 Progress Target: 41</p>	<ul style="list-style-type: none"> • Cohort 2021 students who had not passed the Algebra I Exam or scored in the range to qualify for the special appeal were primarily in the Algebra-Geometry Blend class. A few students were in the local Geometry class. • The students in the Algebra-Geometry Blend class were provided some review in the last couple of weeks to prepare to retake the Algebra I Regents Exam In June 2023. • Going into the June 2023 Algebra I Exam, 139 students from Cohort 2021 had either passed the Algebra I Regents with a 65% or higher or scored in the Special Appeal range. In terms of meeting the goal for this demonstrable indicator, how the students who scored in the appealable range fit into the calculation of this progress target is what is needed. 	<ul style="list-style-type: none"> • Students who fail the Algebra course in June and do not attend summer school for this course will be placed in the Algebra-Geometry Blend class during the 2023 - 2024 year. • The students will be monitored closely during the first marking period, in terms of their attendance, effort, and problem-solving ability. • At the end of the first marking period, students will be identified by the Alg-Geo Blend teaching team as having a chance to pass the Algebra I Regents exam with a 65% in January 2024. • Students who have been identified will be targeted during the second marking period for additional communication, support, and review opportunities. • The curriculum focus for the 2nd marking period will be devoted to reviewing and reinforcing the topics that have been tested on the January 2023 through August 2023 Algebra I Exams
<p>#69</p> <p>2020 Total Cohort (11th Graders)</p>	<p>During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:</p>	<p>Below is the Performance Index status for Cohort 2020 based on the June 2022/January 2023 English Regents results.</p>

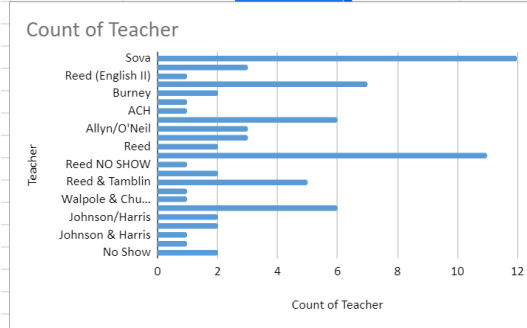
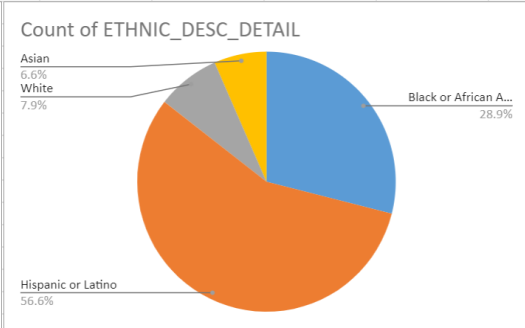
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none">Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.Describe how the data trends that emerged during this period will inform future action steps.	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none">Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.																																																																																																																																																																																
<p>Passing ELA Regents</p> <p>22-23 Progress Target: 42</p>	<table><tr><th colspan="3">June 2022 2020 NYS Accountability: 273</th><th colspan="3">January, 2023 2020 NYS Accountability: 279</th><th colspan="3">Cohort 2020 NYS Accountability: 279</th><th colspan="3">Cohort 2020 NYS Accountability: 279</th></tr><tr><th colspan="3">Cohort 2020 Target of 42%: 114</th><th colspan="3">Cohort 2020 Target of 42%: 117</th><th colspan="3">Cohort 2020 SWD Enrollment: 93</th><th colspan="3">Cohort 2020 ELL Enrollment: 58</th></tr><tr><td>Not Tested:</td><td>205</td><td>75.1</td><td>Not tested:</td><td>72</td><td>26%</td><td>Not tested:</td><td>30</td><td>32%</td><td>Not Tested:</td><td>21</td><td>36%</td></tr><tr><td>Tested:</td><td>68</td><td>24.9</td><td>Tested:</td><td>185</td><td>66%</td><td>Tested:</td><td>44</td><td>47%</td><td>Tested:</td><td>30</td><td>52%</td></tr><tr><td>Level 1:</td><td>10</td><td>3.70%</td><td>Level 1:</td><td>67</td><td>24%</td><td>Level 1:</td><td>28</td><td>30%</td><td>Level 1:</td><td>18</td><td>31%</td></tr><tr><td>Level 2:</td><td>16</td><td>5.90%</td><td>Level 2:</td><td>28</td><td>10%</td><td>Level 2:</td><td>8</td><td>9%</td><td>Level 2:</td><td>5</td><td>9%</td></tr><tr><td>Level 3:</td><td>23</td><td>8.40%</td><td>Level 3:</td><td>51</td><td>18%</td><td>Level 3:</td><td>6</td><td>6%</td><td>Level 3:</td><td>5</td><td>9%</td></tr><tr><td>Level 4 & 5:</td><td>19</td><td>7.00%</td><td>Level 4 & 5:</td><td>39</td><td>14%</td><td>Level 4 & 5:</td><td>2</td><td>2%</td><td>Level 4 & 5:</td><td>2</td><td>3%</td></tr></table> <ul style="list-style-type: none">June of 2023, Cohort 2020 is scheduled to participate in their first ELA Regents exam administration; however, for the January 2023 ELA Regents exam administration, 153 Cohort 2020 scholars challenged the exam in addition to the 63 students who challenged the June 2022 ELA Regents exam. Utilizing differentiation, we will continue to support 2020 scholars who did not pass the June 2022 and January 2023 ELA Exam and/or who scored at Levels 1 & 2 to prepare for the June 2023 ELA Regents Exam.	June 2022 2020 NYS Accountability: 273			January, 2023 2020 NYS Accountability: 279			Cohort 2020 NYS Accountability: 279			Cohort 2020 NYS Accountability: 279			Cohort 2020 Target of 42%: 114			Cohort 2020 Target of 42%: 117			Cohort 2020 SWD Enrollment: 93			Cohort 2020 ELL Enrollment: 58			Not Tested:	205	75.1	Not tested:	72	26%	Not tested:	30	32%	Not Tested:	21	36%	Tested:	68	24.9	Tested:	185	66%	Tested:	44	47%	Tested:	30	52%	Level 1:	10	3.70%	Level 1:	67	24%	Level 1:	28	30%	Level 1:	18	31%	Level 2:	16	5.90%	Level 2:	28	10%	Level 2:	8	9%	Level 2:	5	9%	Level 3:	23	8.40%	Level 3:	51	18%	Level 3:	6	6%	Level 3:	5	9%	Level 4 & 5:	19	7.00%	Level 4 & 5:	39	14%	Level 4 & 5:	2	2%	Level 4 & 5:	2	3%	<table><tr><th colspan="8">January, 2023 Cohort 2020 Current Status</th></tr><tr><td>Performance Level:</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td><td></td></tr><tr><td>Points Awarded:</td><td>0</td><td>1</td><td>2</td><td>2.5</td><td></td><td></td><td></td></tr><tr><td># of Students at Each Level:</td><td>67</td><td>28</td><td>51</td><td>39</td><td>185</td><td></td><td></td></tr><tr><td>Performance Index Calculation:</td><td>0</td><td>28</td><td>102</td><td>97.5</td><td>227.5</td><td>79%</td><td>79</td></tr></table> <table><tr><th colspan="8">June, 2023 Cohort 2020 Current Status</th></tr><tr><td>Performance Level:</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td><td></td></tr><tr><td>Points Awarded:</td><td>0</td><td>1</td><td>2</td><td>2.5</td><td></td><td></td><td></td></tr><tr><td># of Students at Each Level:</td><td>63</td><td>39</td><td>60</td><td>43</td><td>205</td><td></td><td></td></tr><tr><td>Performance Index Calculation:</td><td>0</td><td>39</td><td>120</td><td>107.5</td><td>266.5</td><td>93%</td><td>93</td></tr></table> <div><div> 2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</div><div> 2022-2023 ELA Regents Results.xlsx</div></div> <p>The ELA department identified 203 Cohort 2020 scholars (Not Tested, Level 1 and Level 2 scholars) who should sit for the exam.</p>	January, 2023 Cohort 2020 Current Status								Performance Level:	1	2	3	4				Points Awarded:	0	1	2	2.5				# of Students at Each Level:	67	28	51	39	185			Performance Index Calculation:	0	28	102	97.5	227.5	79%	79	June, 2023 Cohort 2020 Current Status								Performance Level:	1	2	3	4				Points Awarded:	0	1	2	2.5				# of Students at Each Level:	63	39	60	43	205			Performance Index Calculation:	0	39	120	107.5	266.5	93%	93
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Cohort 2020 Target of 42%: 114			Cohort 2020 Target of 42%: 117			Cohort 2020 SWD Enrollment: 93			Cohort 2020 ELL Enrollment: 58																																																																																																																																																																									
Not Tested:	205	75.1	Not tested:	72	26%	Not tested:	30	32%	Not Tested:	21	36%																																																																																																																																																																							
Tested:	68	24.9	Tested:	185	66%	Tested:	44	47%	Tested:	30	52%																																																																																																																																																																							
Level 1:	10	3.70%	Level 1:	67	24%	Level 1:	28	30%	Level 1:	18	31%																																																																																																																																																																							
Level 2:	16	5.90%	Level 2:	28	10%	Level 2:	8	9%	Level 2:	5	9%																																																																																																																																																																							
Level 3:	23	8.40%	Level 3:	51	18%	Level 3:	6	6%	Level 3:	5	9%																																																																																																																																																																							
Level 4 & 5:	19	7.00%	Level 4 & 5:	39	14%	Level 4 & 5:	2	2%	Level 4 & 5:	2	3%																																																																																																																																																																							
January, 2023 Cohort 2020 Current Status																																																																																																																																																																																		
Performance Level:	1	2	3	4																																																																																																																																																																														
Points Awarded:	0	1	2	2.5																																																																																																																																																																														
# of Students at Each Level:	67	28	51	39	185																																																																																																																																																																													
Performance Index Calculation:	0	28	102	97.5	227.5	79%	79																																																																																																																																																																											
June, 2023 Cohort 2020 Current Status																																																																																																																																																																																		
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Points Awarded:	0	1	2	2.5																																																																																																																																																																														
# of Students at Each Level:	63	39	60	43	205																																																																																																																																																																													
Performance Index Calculation:	0	39	120	107.5	266.5	93%	93																																																																																																																																																																											

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Tracking and monitoring of department data by teacher and student. Disaggregated department-wide data via the ELA/ENL tracking and monitoring database will include but not be limited to the following: <ul style="list-style-type: none"> x 2022-2023 English Demonstrable Indicators / Grades (Data Tracking... • District-wide CFA • Las Links • NYSESLAT • MP Grades Profile • Regents Data Class Profile and Gap Analysis • Continued ELA Team Leader and ELL Team Leader collaboration • Utilized department calendar of events to proactively plan for CFA, LAS Links, & NYSESLAT administration, MP Grades, department extended learning opportunities. • Monitored Student-Led Discussion Deep Discussion (student collaborative conversations) level of implementation to determine supports needed via walk-throughs - focus on workstations 	<ul style="list-style-type: none"> • All 203 Cohort 2020 parents/scholars proactively received a communication regarding the department's recommendation regarding sitting for the June 2023 ELA exam as well as meeting with the cohort counselors who reinforced and encouraged students to achieve 85% or better on the exam in order to impact post high school competitive edge. • Post admin and cohort 2020 counselors collaborative meeting to build an understanding of the ELA Performance Index and ELA Regents targets, a total of 218 (including retakes) Cohort 2020 students were registered for the exam by the Cohort 2020 counselors. (this number doesn't include students in alternative programs like All City, Lyncx and Northstar). • Of the 218 Cohort 2020 registered for the exam, 99 sat for the June 2023 ELA exam (including retakes). • Based on the ELA June 2023 registration master list, the Cohort 2020 counselors reached out to their students and parents and documented the outcomes of these phone calls. <ul style="list-style-type: none"> x June 2023 ELA Regents Phone Calls Master List.xlsx • 19/99 of the students who participated in the June 2023 ELA exam, took the exam for the first time. • 48/99 of the students who participated in the June 2023 ELA Regents improved their scores.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Identified, utilized, and aligned content and speaking/listening learning Targets and outcomes. • Discussed the development of a department-wide writing portfolio with baseline and writing pieces that demonstrate growth for both student and teacher conversation and reflection. • Utilized ELL data to inform instructional practices and support. • Implementation of Cornell Note-taking Method (study methods) vertically and horizontally across our team • Project Engage: The teachers with the team leader, identified students who have not tested and worked to re-engage students in the classroom in preparation for the June 2023 ELA Regents Exam • Via posters, letters, robo calls, google classrooms and student emails encouraged students to participate in the Extended Day Study Skills Seminar and Regents Prep opportunities 	<p>For the 2023-2024 school year, August - June, collaboratively work with the Cohort 2020 team to target students not tested, Level 1 and Level 2 scholars to participate in each English Regents Examination administration.</p> <ul style="list-style-type: none"> • Develop and utilize ELA student Reading and Writing Portfolios to review student progress more closely and track and monitor targeted student progress: Baseline/2 growth pieces of writing. • Develop professional development opportunities regarding scaffolding/differentiation/fluency instructional strategies that include but are not limited to reading workshop, writing workshop, workstation model implementation, proactive review of unit plans, and central location for team/course weekly lesson plan overview. <p>For the 2023-2024 school year, to impact the number of Levels 1 SWD/ENL/Bilingual students, the opportunity exists to utilize this information to proactively review and develop a strategic plan by period to support Level 1 SWD/ENL/Bilingual scholars via department/Team Leader and/or master schedule for Cohort 2020 and Cohort 2021</p> <p>Continue to strengthen Tier 1 Instruction Core Instruction and supports via continued professional development in the following areas:</p> <ol style="list-style-type: none"> 1. Student-Led Conversations w/Teacher Feedback 2. Workstation Implementation w/Teacher Feedback (pullouts vs. differentiation)

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none">● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.● Describe how the data trends that emerged during this period will inform future action steps.	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none">● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.																																																																																																																																																																																																																																																
	<table><thead><tr><th>STUDENT_NAME</th><th>Teacher</th><th>Period</th><th>ETHNIC</th><th>LEP</th><th>ELIG</th><th>e-scr</th><th>ITEM_DESC_ELA</th></tr></thead><tbody><tr><td>Hill, Kaniya</td><td>Sova</td><td>1</td><td>Black or African A</td><td></td><td></td><td>Level 1 - 52</td><td>Regents Common Core ELA - Aug 2022-23 SY</td></tr><tr><td>Cruz, Luis</td><td>Kane & Tamblin</td><td>1</td><td>Hispanic</td><td>YES</td><td></td><td>Level 1 - 41</td><td>Regents Common Core ELA - Jan 2022-23 SY</td></tr><tr><td>Ramos, Dayane</td><td>Kane & Tamblin</td><td>1</td><td>Hispanic</td><td>YES</td><td></td><td>Level 1 - 30</td><td>Regents Common Core ELA - Jan 2022-23 SY</td></tr><tr><td>Shemman, Fadhl</td><td>Kane & Tamblin</td><td>1</td><td>White</td><td>YES</td><td></td><td>Level 1 - 31</td><td>Regents Common Core ELA - Jun 2021-22 SY</td></tr><tr><td>Wood, Lee'Shaun</td><td>Reed (English II)</td><td>1</td><td>Black or African A</td><td></td><td></td><td>Level 1 - 33</td><td>Regents Common Core ELA - 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15	Regents Common Core ELA - Jan 2022-23 SY	Pagan Rivera, Jomar	Allyn/O'Neil	4	Hispanic	YES		Level 1 - 15	Regents Common Core ELA - Jan 2022-23 SY	Santiago, Nahuel	Sova/Harris	4	Hispanic	YES		Level 1 - 24	Regents Common Core ELA - Jan 2022-23 SY	Ortiz Gonzalez, Alanis	Sova/Harris	4	Hispanic	YES		Level 1 - 30	Regents Common Core ELA - Jan 2022-23 SY	Ragland, C'azia	Sova	4	Black or African A			Level 1 - 38	Regents Common Core ELA - Jan 2022-23 SY	Lopez, Jeremick	Allyn/O'Neil	4	Hispanic or Latino			Level 1 - 44	Regents Common Core ELA - Jan 2022-23 SY	Santiago, Jailene	Sova/Harris	4	Hispanic or Latino			Level 1 - 49	Regents Common Core ELA - Jan 2022-23 SY	Green Bock, Abraelin	Walpole & Pavone	4	Hispanic	YES		Level 1 - 10	Regents Common Core ELA - Jun 2021-22 SY	Kami, Gajraj	Walpole & Pavone	4	Asian	YES		Level 1 - 52	Regents Common Core ELA - Jan 2022-23 SY	Mongar, Sidharth	Walpole & Pavone	4	Asian	YES		Level 1 - 6	Regents Common Core ELA - Jun 2021-22 SY	Sanchez Nunez, William	Sova & Harris	4	Hispanic	YES		Level 1 - 38	Regents Common Core ELA - Jan 2022-23 SY	<p>3. Reading and Writing Stamina w/Teacher Feedback</p> <p>4. Co-Teaching model implementation focus on Planning and Preparation and developing a central location for Unit/Weekly Overview Plans for vertical and horizontal alignment</p> <p>5. Continued strategic vertical/horizontal alignment of rigorous student learning expectations and outcomes regarding reading and writing via a central location for Unit/Weekly Overview Plans for vertical and horizontal alignment</p>
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Mongar, Sidharth	Walpole & Pavone	4	Asian	YES		Level 1 - 6	Regents Common Core ELA - Jun 2021-22 SY																																																																																																																																																																																																																																											
Sanchez Nunez, William	Sova & Harris	4	Hispanic	YES		Level 1 - 38	Regents Common Core ELA - Jan 2022-23 SY																																																																																																																																																																																																																																											

 2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx

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	<ul style="list-style-type: none"> • Identified the students by face and by name to determine their current status that should include the following: • By teacher/period to determine additional support opportunities • Are the students currently engaged? • Team Leaders & teachers meet with students and families regarding Extended Day Support <p>Next steps:</p> <ul style="list-style-type: none"> • Fluency/Stamina: Created and reviewed Regents data profile for each teacher. Discussed/recommended the integration of the work period workstation model (differentiation) into the current curriculum and pacing charts, providing teachers with access to common strategies and scaffolds towards students reading and writing independently (You do, I help - Guided Practice and You do, I watch - assessment & feedback) <p>Building Stamina in Reading and Writing</p> <ul style="list-style-type: none"> • As part of the independent reading within the classroom, re-established the teacher-led School-wide 25 Books Reading Campaign to motivate 	



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	<p>students to read beyond the classroom. This campaign included the following:</p> <ul style="list-style-type: none"> • School-Wide Read-A-Thon • School-Wide Author Series Collaboration with Community Organization • School-Wide Book Fair • School-Wide Book Club • School-Wide Student Cafe Book Exchange • School-wide Silent Sustained Reading (focus and intentional reading). Discussed with Instructional Council • Prizes, incentives and celebrations <p><u>College & Career Connection</u></p> <ul style="list-style-type: none"> • All roads lead to each student’s transition from H.S. to post-secondary opportunities. Thus, all of our efforts are to support our scholars in finishing strong. This year, we have provided our Juniors and Seniors scholars with 16 opportunities to visit college campuses. Two of the 4 dates were specifically designed for our ENL/ML population. 	

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<p>#70</p> <p>2019 Total Cohort 4-Year Grad Rate - All Students</p> <p>22-23 Progress Target: 59%</p>	<ul style="list-style-type: none"> The Class of 2023 Tracking Form (available upon request) was utilized throughout the year by the Class of 2023 support team to monitor all students' progress toward meeting graduation requirements. The tracking form, a living document, was continuously updated. Every student within the 2019 Cohort was labeled as green, yellow or red at the beginning of the year based on their Regents exam performance and course credit attainment. At the end of each marking period, taking into account all factors, including progress in courses being taken during 2022-2023, the status of the students was updated. At the end of the 1st semester, the progress toward meeting graduation requirements of every student who was labeled yellow was reviewed. 54 students were identified and an in-person student/parent meeting was set up with the Cohort 2019 administrator and associated counselor. Over the course of the first three weeks of the third marking period, 35 in-person meetings occurred, 7 phone conferences with parents/students and a class of 2023 support staff members took place, and five in-person meetings with just the student, administrator & counselor were conducted. As time went on, 3 additional in-person meetings occurred, and four phone conferences happened. 	<ul style="list-style-type: none"> 39 of the 54 targeted yellow students for a midyear in-person meeting ultimately met graduation requirements by June 2023 and graduated. At the beginning of the 4th marking period, 79 students were labeled green and there were 94 students who were labeled yellow with the potential of being a graduate by August 2023. 55 of the yellow students worked to meet graduate requirements including passing 1 or 2 Regents exams, passing required courses in their current schedule, and successfully completing OCR courses needed for graduation. <table border="1"> <thead> <tr> <th>Total Cohort Enrollment</th><th>Number of Graduates (As of June 2023)</th><th>Cohort 2019 June Graduation Percentage</th></tr> </thead> <tbody> <tr> <td>288</td><td>158</td><td>55%</td></tr> </tbody> </table> <ul style="list-style-type: none"> There are students who made progress during the year to meet graduation requirements but were not able to complete all requirements by June 2023. There are between 24 to 32 students who have the potential to complete their graduation requirements and be eligible for graduation in August 2023. 	Total Cohort Enrollment	Number of Graduates (As of June 2023)	Cohort 2019 June Graduation Percentage	288	158	55%
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	<ul style="list-style-type: none"> Throughout the year, the Cohort 2023 administrator and lead OCR teacher met to discuss students’ course completion progress. Specific students were identified as needing additional monitoring in terms of attendance and productivity. Several individual meetings occurred with the student and lead OCR teacher, the student, and the administrator, as well as the student, administrator, and lead OCR teacher. Completion of course timelines were established and plans of action were developed and subsequently monitored. Students who needed to pass Regents exams during the 2022-2023 year to meet graduation requirements were recipients of increased support and communication. Individual and group meetings occurred. Students needing to pass English Regents exams and Living Environment exams were placed in a semester review course if their schedule allowed. After the January Regents exams, meetings occurred with all students still in need of passing the 1 or 2 June 2023 Regents Exam(s). A Regents Exam preparation support plan was developed and implemented during the second semester. In some cases, students were targeted for the Extended Day program. 	<p>The projection of the impact of additional graduates by August 2023 is highlighted below:</p> <table> <tr> <th>Total Cohort Enrollment</th><th>Number of Potential August Graduates</th><th>Cohort 2019 Potential Graduation Percentage (w/ potential Aug. Grads)</th></tr> <tr> <td>288</td><td>28</td><td>65%</td></tr> </table> <ul style="list-style-type: none"> Continuing to have the 4-year Graduation Rate be a Lead Strategy for what is prioritized as a goal of the school is critical. In general, it is important that the activities highlighted within the lead strategies are continued in 2023-2024. In addition, it is suggested that many of the action steps that were taken and tasks that were completed throughout the year, which were described within the quarterly reports, be implemented in 2023-2024. By doing that, the effect will be to positively impact and ensure continued growth for this performance indicator. 	Total Cohort Enrollment	Number of Potential August Graduates	Cohort 2019 Potential Graduation Percentage (w/ potential Aug. Grads)	288	28	65%
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<p>#88</p> <p>2018 Total Cohort 5-Year Grad Rate - All Students</p> <p>22-23 Progress Target: 62</p>	<ul style="list-style-type: none"> In August 2022, prior to the start of school, Edison Administrative staff met with All-City Administrative Staff to Identify students eligible for the All-City program. A list of these students was created and shared with All City Staff: <p><u>Cohorts 2018 and Prior Tracking Form</u></p> <ul style="list-style-type: none"> Edison Administrative staff reached out to all individual families and facilitated students’ enrollment at All-City via phone calls, emails, and home visits. Currently, there are 9 students still enrolled at All-City The remaining Cohort 2018 students were enrolled at Edison and provided the following supports <ul style="list-style-type: none"> A specific counselor was assigned to prior cohort students Transcripts and schedules were reviewed to ensure students acquire maximum credits Letters, emails, and phone calls were made to students and parents to encourage attendance and academic success 	<p>Current Cohort 2018 Graduation Rate as of June 2022:</p> <table> <tr> <th>Total Cohort Enrollment</th><th>Number of Graduates</th><th>%</th></tr> <tr> <td>354</td><td>211</td><td>59</td></tr> </table> <p>Current Cohort Graduation Rate Including January 2023</p> <table> <tr> <th>Total Cohort Enrollment</th><th>Number of Graduates January 2023 = 8</th><th>%</th></tr> <tr> <td>354</td><td>8 + 211 = 219</td><td>61.86</td></tr> </table> <p>Current Cohort Graduation Rate Including June 2023</p>	Total Cohort Enrollment	Number of Graduates	%	354	211	59	Total Cohort Enrollment	Number of Graduates January 2023 = 8	%	354	8 + 211 = 219	61.86
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	<ul style="list-style-type: none">• Students were provided with opportunities after graduation as an incentive to motivate them i.e., Employment, Internships, College, etc.• Individual In-person 1:1 meetings were held with students• Students were offered unique scheduling to accommodate the individual needs of students• Referrals to other programs were made to allow increased credit acquisition• Student Progress Monitoring will be ongoing and occur on a Quarterly Basis	<table><tr><td>Total Cohort Enrollment</td><td>Number of Graduates June 2023 = 5</td><td>%</td></tr><tr><td>354</td><td>5 + 219 = 224</td><td>63.27</td></tr></table> <p>Current Cohort 2018 Still Enrolled as of June 2023 = 21</p> <table><tr><td>Program</td><td>Number of Students</td></tr><tr><td>All-City</td><td>9</td></tr><tr><td>Edison</td><td>9</td></tr><tr><td>Other</td><td>2 MCC (Ptech) 1 NYSAA</td></tr></table> <p>2018 Cohort Still Enrolled Student List: <u>Current 2018 Enrollment</u></p> <p>Potential August 2023 Grads: 9</p> <table><tr><td>Number of Additional Students</td><td>Percentage</td></tr><tr><td>1</td><td>63.55%</td></tr><tr><td>Stretch Goal = 9</td><td>65.81%</td></tr></table>	Total Cohort Enrollment	Number of Graduates June 2023 = 5	%	354	5 + 219 = 224	63.27	Program	Number of Students	All-City	9	Edison	9	Other	2 MCC (Ptech) 1 NYSAA	Number of Additional Students	Percentage	1	63.55%	Stretch Goal = 9	65.81%
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<p>#120</p> <p>HS ELA All Students PI</p> <p>22-23 Progress Target: 103.3</p>	<p>During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:</p> <table><tr><th colspan="3">June 2022</th><th colspan="3">January 2023</th><th colspan="3">January 2023</th><th colspan="3">January 2023</th></tr><tr><th colspan="3">2019 NYS Accountability</th><th colspan="3">Cohort 2019 NYS Accountability</th><th colspan="3">Cohort 2019 NYS Accountability: 288</th><th colspan="3">Cohort 2019 NYS Accountability: 288</th></tr><tr><td colspan="3">2022-2023 Target</td><td colspan="3">2022-2023 Target</td><td colspan="3">Cohort 2019 SWD Enrollment: 66</td><td colspan="3">Cohort 2019 ELL Enrollment: 61</td></tr><tr><td colspan="3">Not Tested</td><td colspan="3">Not Tested:</td><td colspan="3">Not tested:</td><td colspan="3">Not tested:</td></tr><tr><td colspan="3">Tested</td><td colspan="3">Tested:</td><td colspan="3">tested:</td><td colspan="3">tested:</td></tr><tr><td colspan="3">Level 1</td><td colspan="3">Level 1:</td><td colspan="3">Level 1:</td><td colspan="3">Level 1:</td></tr><tr><td colspan="3">Level 2</td><td colspan="3">Level 2:</td><td colspan="3">Level 2:</td><td colspan="3">Level 2:</td></tr><tr><td colspan="3">Level 3</td><td colspan="3">Level 3:</td><td colspan="3">Level 3:</td><td colspan="3">Level 3:</td></tr><tr><td colspan="3">Level 4 & 5</td><td colspan="3">Level 4 & 5:</td><td colspan="3">Level 4 & 5:</td><td colspan="3">Level 4 & 5:</td></tr><tr><td colspan="3">Exempt</td><td colspan="3">Exempt:</td><td colspan="3">Exempt:</td><td colspan="3">Exempt:</td></tr><tr><td colspan="3">SA</td><td colspan="3">SA:</td><td colspan="3"></td><td colspan="3"></td></tr></table> <ul style="list-style-type: none"> 2022-2023 English Demonstrable Indicators / Grades (Data Tracking)June 2022: Cohort 2019 scholars participated in the ELA June 2022 Regents for the first time due to January 2022 Regents cancellation	June 2022			January 2023			January 2023			January 2023			2019 NYS Accountability			Cohort 2019 NYS Accountability			Cohort 2019 NYS Accountability: 288			Cohort 2019 NYS Accountability: 288			2022-2023 Target			2022-2023 Target			Cohort 2019 SWD Enrollment: 66			Cohort 2019 ELL Enrollment: 61			Not Tested			Not Tested:			Not tested:			Not tested:			Tested			Tested:			tested:			tested:			Level 1			Level 1:			Level 1:			Level 1:			Level 2			Level 2:			Level 2:			Level 2:			Level 3			Level 3:			Level 3:			Level 3:			Level 4 & 5			Level 4 & 5:			Level 4 & 5:			Level 4 & 5:			Exempt			Exempt:			Exempt:			Exempt:			SA			SA:									<table><tr><th colspan="8">January 2023 Cohort 2019 Current Status</th></tr><tr><td>Performance Index Level:</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td><td></td></tr><tr><td>Points Awarded:</td><td>0</td><td>1</td><td>2</td><td>2.5</td><td></td><td></td><td></td></tr><tr><td># of Students at Each Level:</td><td>50</td><td>59</td><td>63</td><td>21</td><td>193</td><td></td><td></td></tr><tr><td>Performance Index Calculation:</td><td>0</td><td>59</td><td>126</td><td>52.5</td><td>237.5</td><td>82%</td><td>82</td></tr></table> <table><tr><th colspan="8">June 2023 Cohort 2019 Current Status</th></tr><tr><td>Performance Index Level:</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td><td></td></tr><tr><td>Points Awarded:</td><td>0</td><td>1</td><td>2</td><td>2.5</td><td></td><td></td><td></td></tr><tr><td># of Students at Each Level:</td><td>33</td><td>68</td><td>64</td><td>20</td><td>185</td><td></td><td></td></tr><tr><td>Performance Index Calculation:</td><td>0</td><td>68</td><td>128</td><td>50</td><td>246</td><td>85%</td><td>85</td></tr></table> <p> 2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</p>	January 2023 Cohort 2019 Current Status								Performance Index Level:	1	2	3	4				Points Awarded:	0	1	2	2.5				# of Students at Each Level:	50	59	63	21	193			Performance Index Calculation:	0	59	126	52.5	237.5	82%	82	June 2023 Cohort 2019 Current Status								Performance Index Level:	1	2	3	4				Points Awarded:	0	1	2	2.5				# of Students at Each Level:	33	68	64	20	185			Performance Index Calculation:	0	68	128	50	246	85%	85
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	<ul style="list-style-type: none"> • Baseline Data: Of the 2019 students who did not participate in the June 2022 Regents or who scored at level 1, we have identified 82 students who remain within the Edison program. The teachers, with the support of the team leader, have developed a monitoring and tracking system to determine the status of each student's current ELA attendance and academics and the support needed via communication with admin, counselors, students, and parents. • January 2023 of the 82: identified students who remained in the program, approximately 61 cohort 2019 students participated in the January 2023 administration of the exam. • Developed an understanding of how SWD/ELL data should inform instructional practices and support. <p>January 2023 Regents Exam outcomes are as follows:</p>	<p>x 2022-2023 ELA Regents Results.xlsx</p> <ul style="list-style-type: none"> • The ELA department identified 174 Cohort 2019 scholars (Not Tested, Level 1 and Level 2 scholars regardless of safety net and exemptions) who should sit for the exam. All 174 2019 parents/scholars received a communication regarding the ELA department's recommendation regarding sitting for the June 2023 ELA exam as many of the scholars achieved the safety net. The teachers reported a huge drop in attendance post the December Senior Exit interviews and the January Regents Test Administration. Additionally, approximately only 48 Cohort 2019 students were registered for the exam by the Cohort 2019 Team at the Edison Campus (this number doesn't include students in alternative programs like All City, Lyncx, and Northstar). Of all programs combined, only a total of 19 of 48 scholars participated in the June 2023 ELA Regents exam.

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	<ul style="list-style-type: none"> • Removed 10 NYSAA students from the “Not Tested” ...to avoid continued misrepresentation of the data, these students should not be included in our Regents Data as their inclusion in the data, skews the data • Competitive Edge: Continued to encourage all Lvl 1, Lvl 2 & Lvl 3 students to retake the exam • Project Engage: Identified students who have not tested and work to re-engage students in the classroom in preparation for the June 2023 ELA Regents Exam • Encouraged students to participate in the Extended Day Study Skills Seminar and Regents Prep opportunities <p>Next steps:</p> <ul style="list-style-type: none"> • Fluency/Stamina: Created and reviewed Regents data profile for each teacher. Focused on the integration of the work period workstation model (differentiation) into the current curriculum and pacing charts, provided teachers with access to common strategies and scaffolds towards students reading and writing independently (You do, I help - Guided Practice and You do, I watch - assessment & feedback) • 	<ul style="list-style-type: none"> • Developed and utilized ELA student Reading and Writing Portfolios to review student progress more closely and track and monitor targeted student progress: Baseline/2 growth pieces of writing. • Develop professional development opportunities regarding scaffolding/differentiation/fluency instructional strategies that include but are not limited to reading workshop, writing workshop, workstation model implementation, proactive review of unit plans, and central location for team/course weekly lesson plan overview.

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	<ul style="list-style-type: none"> • <u>Building Stamina in Reading and Writing</u> • As part of the independent reading within the classroom, re-establishing the teacher-led School-wide 25 Books Reading Campaign to motivate students to read beyond the classroom. This campaign will include the following: <ul style="list-style-type: none"> • School-Wide Read-A-Thon • School-Wide Author Series Collaboration with Community Organization • School-Wide Book Fair • School-Wide Book Club • School-Wide Student Cafe Book Exchange • School-wide Silent Sustained Reading (focus and intentional reading). Discussed with Instructional Council • Prizes, incentives, and celebrations <p><u>College & Career Connection</u></p> <ul style="list-style-type: none"> • All roads lead to each student’s transition from H.S to post-secondary opportunities. Thus, all of our efforts are to support our scholars finishing 	

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	<p>strong. This year, we have provided our Juniors and Seniors scholars with 16 opportunities to visit college campuses. Two of the 4 dates were specifically designed for our ENL/ML population.</p>	
<p>#130</p> <p>HS Math All Students PI</p> <p>22-23 Progress Target: 85.8</p>	<p>The students in Cohort 2019 earned an exemption for the Algebra I Regents exam during their first two years of high school. As a result, for this performance indicator, the exemption impacted how to determine the progress made toward reaching this target.</p> <p>Within the Cohort 2019:</p> <ul style="list-style-type: none"> • 127 students received the exemption for the Algebra I Regents Exam. • 24 students scored a 65% or above on the Algebra I Regents • 46 students received the exemption for the Geometry Regents Exam 	<p>During the 2023 -2024 year, the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Targeting students in Cohort 2020 who have not received an exemption for the Algebra I Regents exam and/or the Geometry Regents exam • Providing review for the targeted students in preparation for the January 2024 Regents Exam • Identifying students in the Algebra I, Geometry R and Algebra II classes who demonstrate the ability to pass the Regents Exam in June 2024 and developing a plan of action to monitor their progress throughout the year • Having all students in the Algebra I, Geometry R and Algebra II classes take a Midterm, during Regents week, in January 2024, for the respective course they are in.

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<p>#140</p> <p>College, Career and Civic Readiness Index - All Students</p> <p>22-23 Progress Target: 78.2</p>	<p><u>CTE Freshman Selection Ceremony</u></p> <ul style="list-style-type: none"> • The career technical education (CTE) selection ceremony for freshmen has a profound impact on instruction, student learning, and achievement. This event introduces students to a diverse range of CTE programs, enabling them to make informed decisions about their future career paths. By attending the ceremony, students gain exposure to practical skills, industry partnerships, and real-world applications, fostering engagement and motivation in their learning journey. This early exploration and focused approach to CTE education significantly contributes to student achievement, equipping them with the necessary competencies and increasing their prospects for future success in the workforce. <p><u>Farm To Table Installation</u></p> <ul style="list-style-type: none"> • The farm-to-table garden bed construction project has a transformative impact on instruction, student learning, and achievement. By participating in this project, students gain hands-on experience in sustainable agriculture, learning essential skills such as soil preparation, planting, and harvesting. The project's interdisciplinary nature fosters collaboration between different subjects, encouraging cross-curricular learning and a 	<p><u>CTE Freshman Selection Ceremony</u></p> <ul style="list-style-type: none"> • The ceremony was a true testament to everyone's commitment to fostering a supportive and engaging learning environment for our students. From the meticulous planning to flawless execution, every aspect of the event reflected the professionalism and passion that define the Edison Tech Campus. • The enthusiasm and pride showcased by our 9th-grade students were truly inspiring. Seeing their faces light up as their names were called to walk the stage as they were inducted into their respective Career and Technical Education programs was a reminder of the impact you have on their lives. Through this induction ceremony, we have not only started a tradition, but we have provided our students, the families in attendance, and our business partners an opportunity to see firsthand the sense of purpose and motivation as the Class of 2026 embark on their educational journey. <p>Lastly, I would like to acknowledge the collaborative spirit that permeated throughout the entire planning process. This event would not have been possible without the collective efforts of each and every one of you. It is your teamwork,</p>

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	<p>deeper understanding of environmental stewardship. Furthermore, students' achievement is elevated as they witness the fruits of their labor, cultivating a sense of pride, responsibility, and a greater appreciation for the farm-to-table movement.</p> <p><u>Shadowing @ Acro</u></p> <ul style="list-style-type: none"> • The work shadow experience at Acro Tool & Die for machine shop students has a profound impact on instruction, student learning, and achievement. Through this immersive opportunity, students are exposed to the practical application of their machine shop skills in a professional setting. They gain firsthand knowledge of advanced machinery, precision techniques, and industry best practices, enhancing their technical expertise. This experience not only deepens their understanding of the field but also instills a sense of professionalism, work ethic, and goal-oriented mindset, leading to increased student achievement and future career prospects in the machine shop industry. <p><u>Popli Design & Edison Pavilion Project</u></p>	<p>creativity, and dedication that made the 9th Grade CTE Induction Ceremony a memorable and impactful occasion.</p> <p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/june-2023?authuser=0</p> <p><u>Farm To Table Installation</u></p> <ul style="list-style-type: none"> • Edison Tech's Farm to Table project is a collaboration between the school's Carpentry students and city school district elementary schools, aimed at promoting sustainable living and healthy eating habits. • In this exciting project, Edison students utilized their design and fabrication skills to create raised garden boxes for RCSD elementary schools. The boxes will be used by students to grow various types of vegetables, which will be utilized both as a learning experience and a healthy lunch option. • The success of this project has prompted its continuation next year, with plans to supply more schools with the opportunity to grow sustainable gardens. The students at the project schools are enthusiastic about watching their vegetables sprout and thrive throughout the summer season, and they look forward to enjoying the fruits of their labor in and outside of the classroom.

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	<ul style="list-style-type: none"> • The shared work experience with Popli Design Group for construction students to create the Edison Pavilion project has a significant impact on instruction, student learning, and achievement. This collaboration allows students to apply their construction skills in a real-world context, working alongside industry professionals. <p><u>Copywriter guest speaker</u></p> <ul style="list-style-type: none"> • Having a guest speaker who is a copywriter in the advertising design class has a transformative impact on instruction, student learning, and achievement. The guest speaker brings real-world expertise and insights into the classroom, providing students with practical knowledge about the copywriting process, effective messaging, and the dynamics of the advertising industry. This exposure to a professional copywriter not only enhances students' understanding of advertising design but also inspires creativity and encourages them to think critically about effective communication strategies. By learning directly from an industry expert, students gain valuable skills, perspectives, and networking opportunities that can significantly contribute to their academic achievement and future success in the field of advertising design. 	<p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0</p> <p><u>Shadowing @ Acro</u></p> <ul style="list-style-type: none"> • We had two Edison Manufacturing Pathway students enjoy the shadowing opportunity at Acro Industries. We had one welding student, KaiLiyah Fowler and one machining student Jerry Jackson participate. They had a wonderful hands-on experience over two days learning what it takes to work in the Manufacturing industry. • https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0 <p><u>Popli Design & Edison Pavilion Project</u></p> <ul style="list-style-type: none"> • Edison students are working with Popli Design Group to create the plans for our upcoming Edison Memorial Pavilion Project. Students are working with industry professionals to design, plan, and eventually build this memorable project. The pavilion will house an outdoor kitchen and eating area, along with a memory brick walkway and flower beds.

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	<p><u>Creation of Nursing Documentary RGH</u></p> <ul style="list-style-type: none"> • The creation of a documentary on nursing with the TV video productions class and students has a profound impact on instruction, student learning, and achievement. This collaborative project allows students to explore the field of nursing through a multimedia lens, conducting research, interviews, and filming real-life scenarios. By actively engaging in the documentary-making process, students develop a deeper understanding of the nursing profession, its challenges, and the crucial role it plays in healthcare. This hands-on experience cultivates storytelling, media production, and teamwork skills, while also fostering empathy and appreciation for the nursing profession. The documentary serves as a valuable educational resource, showcasing students' achievement and providing a platform for raising awareness about the vital work of nurses. <p><u>Montessori School logo redesign</u></p> <ul style="list-style-type: none"> • The creation of a new school logo for the Montessori School of Rochester by advertising design students and class has a significant impact on instruction, student learning, and achievement. Through this project, students are immersed in the practical application of design principles, 	<p>This outstanding project is helping to expose our students to industry professionals and the entire construction processes. In working on this project we will involve students from our Electrical Program, Construction Program, Masonry Program, and Computer Aided Architecture Design.</p> <p>This school year was dedicated to the planning, and layout of the project. Our students and partners plan to start construction on this project over the 2023-24 school year.</p> <p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0</p> <p><u>Copywriter guest speaker</u></p> <ul style="list-style-type: none"> • In a much-anticipated event, a seasoned copywriter recently paid a visit to a group of enthusiastic Advertising Design students interested in the world of advertising. From crafting captivating headlines to mastering the delicate balance between creativity and strategy, the copywriter imparted a wealth of knowledge, inspiring the students to explore their own unique voices and push the boundaries of their imagination. Through engaging discussions and interactive exercises, the students were encouraged to think critically,

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	<p>branding concepts, and client collaboration. They gain hands-on experience in conducting research, conceptualizing ideas, and refining their artistic skills to create a visually appealing and meaningful logo. This real-world project enhances their understanding of graphic design, fosters creativity and problem-solving abilities, and provides a tangible outcome that showcases their achievement and potential for future professional endeavors in the field of advertising design.</p> <p>School 10 Brochure creation by Ad students</p> <ul style="list-style-type: none"> • The creation of a new school brochure for School 10 by the advertising design students and class has a significant impact on instruction, student learning, and achievement. This project allows students to apply their design skills and creativity to communicate the unique aspects and values of School 10 effectively. They gain practical experience in layout design, typography, and visual storytelling while collaborating with the school administration to understand their specific needs and target audience. Through this hands-on project, students not only enhance their graphic design abilities but also develop communication and client interaction skills, preparing them for future careers in the field. The final brochure 	<p>challenge conventional norms, and harness the power of words to create impactful campaigns. As the visit concluded, the students left with a renewed sense of enthusiasm, armed with a newfound understanding of the power and potential that lies within their pens. The copywriter's visit to our school's students was an unforgettable experience, igniting a spark of creativity that would continue to burn brightly as they embarked on their own journeys in the ever-evolving world of advertising.</p> <ul style="list-style-type: none"> • https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0 <p>Creation of Nursing Documentary RGH</p> <ul style="list-style-type: none"> • Our TV Video Production students have been working on a documentary involving Rochester Regional Health and the nursing shortage in our area and across the nation. Students worked to plan out interviews, set up video shots, and edited the entire project on their own. The students worked together to meet industry standard quality standards and deadlines. This project proved to be a valuable teaching and learning tool for teachers and students.

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	<p>serves as a tangible representation of their achievement, showcasing their talent and contribution to the promotion and branding of School 10.</p> <p><u>Alro Steel Shadowing & Full-time hire</u></p> <ul style="list-style-type: none"> • The work shadowing experience that led to full-time employment for a welding student has a transformative impact on instruction, student learning, and achievement. By shadowing professionals in a real work environment, the student gains valuable firsthand experience and exposure to industry practices, techniques, and safety protocols. This immersive learning opportunity not only enhances their welding skills but also provides a deeper understanding of the field, boosting their confidence and work readiness. Securing full-time employment as a result of this experience signifies the student's achievement and validates the effectiveness of their instruction, paving the way for a successful career in welding. <p><u>Accede Mold Shadowing</u></p> <ul style="list-style-type: none"> • The work shadowing experience at Accede Mold & Tool for machine shop students has a profound impact on instruction, student learning, and 	<p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0</p> <p><u>Montessori School logo redesign</u></p> <ul style="list-style-type: none"> • In an inspiring display of creativity and collaboration, a group of talented students dedicated their time and skills to create a fresh and captivating logo for the Montessori School of Rochester. With a shared passion for design and a deep appreciation for the school's values, these students embarked on a remarkable journey to visually represent the essence of Montessori education. They diligently researched, sketched, and experimented, pouring their heart and soul into each iteration of the logo. Through open discussions and constructive feedback, they embraced the iterative process, striving for perfection while respecting each other's ideas. Their dedication paid off, as they unveiled a stunning logo that seamlessly blended the school's rich heritage with a modern touch, capturing the spirit of curiosity, exploration, and growth that defines the Montessori experience. The students' logo stands as a testament to their talent, passion, and commitment, leaving an indelible mark on the Montessori School of Rochester for years to come.

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	<p>achievement. Through this opportunity, students gain valuable exposure to advanced machining techniques, precision tooling, and industry practices. They learn from skilled professionals in a real-world setting, witnessing the application of their classroom knowledge in a professional context. This immersive experience deepens their understanding of machine shop operations, enhances their technical skills, and instills a sense of professionalism and work ethic, contributing to their overall achievement and future success in the field of machining.</p> <p><u>Cannon Industries hire of 2 juniors for summer welding</u></p> <ul style="list-style-type: none"> • The summer work experience as apprentice welders at Cannon Industries by two 11th-grade students has a transformative impact on instruction, student learning, and achievement. This hands-on opportunity allows students to apply their welding skills in a professional setting, working alongside experienced welders and mentors. They gain practical knowledge in welding techniques, safety protocols, and industry standards, deepening their understanding of the trade. Through this immersive experience, students develop valuable workplace skills, enhance their technical expertise, and lay the foundation for a successful 	<p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/april-2023?authuser=0</p> <p><u>School 10 Brochure creation by Ad students</u></p> <ul style="list-style-type: none"> • In an impressive display of initiative and academic prowess, a standout student at School #10 took it upon themselves to create an exceptional research brochure. Driven by a genuine love for knowledge and a desire to share valuable information, this student embarked on a meticulous journey of exploration and organization. With unwavering dedication, they delved deep into the subject matter, gathering relevant facts, statistics, and compelling visuals. With a keen eye for design and an innate sense of clarity, they crafted a visually stunning brochure that seamlessly conveyed complex concepts in a user-friendly format. Through their efforts, this student not only showcased their own expertise but also provided a valuable resource for their peers and teachers alike. The research brochure created by this exceptional student serves as a shining example of their intellectual curiosity, creativity, and leadership within School #10, leaving a lasting impact on the school's academic community.

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	career in welding. This real-world work experience not only validates their classroom instruction but also fosters a sense of achievement and motivation to excel in their academic and future professional endeavors. As of June 2023, <table><tr><th>Program</th><th>Technical I Written Assessment Passed (Juniors and Seniors)</th><th>Technical Performance Assessment Passed (Seniors)</th><th>CTE Endorsement received (Seniors)</th><th>WBL Hours 22-23 (Juniors)</th><th>WBL Hours 21-22 and 22-23 (Seniors)</th></tr><tr><td>Advertising Design</td><td>7</td><td>3</td><td>3</td><td>115 hours</td><td>549 hours</td></tr></table>					Program	Technical I Written Assessment Passed (Juniors and Seniors)	Technical Performance Assessment Passed (Seniors)	CTE Endorsement received (Seniors)	WBL Hours 22-23 (Juniors)	WBL Hours 21-22 and 22-23 (Seniors)	Advertising Design	7	3	3	115 hours	549 hours	https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/may-2023?authuser=0 <u>Alro Steel Shadowing & Full-time hire of student</u> <ul style="list-style-type: none">Senior Bishop Davis, a driven and determined student, recently embarked on an enriching job shadow experience at the renowned Alro Steel Company. With a keen interest in the steel industry and a desire to gain practical insights, Bishop eagerly immersed himself in the dynamic world of metal processing and distribution. Under the guidance of seasoned professionals at Alro Steel, he had the opportunity to witness firsthand the intricacies of inventory management, quality control, and customer service within the steel industry. From observing the cutting and shaping of steel to understanding the complexities of supply chain logistics, Bishop gained invaluable knowledge and skills that complemented his academic studies. The job shadow experience at Alro Steel not only provided Bishop with a comprehensive understanding of the industry but also ignited his passion for a future career in the field. Armed with newfound insights and a network of industry professionals, Bishop's journey at Alro Steel has undoubtedly laid a strong foundation for his success in the steel industry and beyond.				
Program	Technical I Written Assessment Passed (Juniors and Seniors)	Technical Performance Assessment Passed (Seniors)	CTE Endorsement received (Seniors)	WBL Hours 22-23 (Juniors)	WBL Hours 21-22 and 22-23 (Seniors)																	
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	TV Production	10	2	1	187 hours	285 hours	<p>https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/june-2023?authuser=0</p> <p>Accede Mold Shadowing</p> <ul style="list-style-type: none"> Jerry Jackson, a dedicated and ambitious student, recently embarked on a transformative job shadow experience at the esteemed plastic injection mold shop, Accede Mold & Tool Company. With a deep passion for manufacturing and a thirst for hands-on learning, Jerry eagerly immersed himself in the fast-paced world of precision engineering. Guided by skilled professionals at Accede Mold & Tool Company, he gained first hand exposure to the intricate processes involved in creating high-quality plastic molds. From observing the design and prototyping stages to witnessing the cutting-edge machinery in action, Jerry absorbed invaluable knowledge and techniques, expanding his understanding of the industry. The job shadow experience not only provided Jerry with a unique opportunity to witness real-world applications of his classroom studies but also allowed him to build connections and learn from experienced mentors in the field. Jerry's time at Accede Mold & Tool Company left an indelible mark on his
	Music Production	1	0	0	0 hours	1 hour	
	Architecture/CADD	1	6	5	85 hours	341 hours	
	Carpentry	14	18	7	21 hours	533 hours	
	Electrical	3	3	3	26 hours	608 hours	

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	<table><tr><td>Masonry</td><td>1</td><td>1</td><td>1</td><td>59 hours</td><td>326.5 hours</td></tr><tr><td>Engineering/Optics</td><td>5</td><td>10</td><td>4</td><td>4 hours</td><td>524.5 hours</td></tr><tr><td>Precision Machining</td><td>7</td><td>2</td><td>1</td><td>14 hours</td><td>24.5 hours</td></tr><tr><td>Welding</td><td>24</td><td>1</td><td>1</td><td>15 hours</td><td>177 hours</td></tr><tr><td>Auto Technology</td><td>7</td><td>1</td><td>0</td><td>28 hours</td><td>3 hours</td></tr></table>	Masonry	1	1	1	59 hours	326.5 hours	Engineering/Optics	5	10	4	4 hours	524.5 hours	Precision Machining	7	2	1	14 hours	24.5 hours	Welding	24	1	1	15 hours	177 hours	Auto Technology	7	1	0	28 hours	3 hours	<p>educational journey, solidifying his passion for manufacturing and paving the way for a promising future in the field.</p> <ul style="list-style-type: none">https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/june-2023?authuser=0 <p><u>Cannon Industries hire of 2 juniors for summer welding</u></p> <ul style="list-style-type: none">Edison Tech High School was buzzing with excitement as Mr. Jack Cannon, CEO, and Mr. Reggie Cannon, President of Cannon Industries, paid a special visit to the school. Their purpose was to identify exceptionally skilled 11th-grade welding students for a unique summer employment opportunity. The presence of these industry leaders created an air of anticipation among the talented students who had honed their welding skills throughout their high school journey. Mr. Jack Cannon and Mr. Reggie Cannon meticulously evaluated the students' craftsmanship, attention to detail, and passion for the trade. As they engaged in conversations with the budding welders, they not only recognized their exceptional talent but also offered invaluable insights and advice from their vast experience in the industry. The visit left the students inspired and motivated to excel in their craft, as the possibility of working with Cannon Industries over the summer became a promising					
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		<p>opportunity to further develop their skills and gain real-world experience. The visit of Mr. Jack Cannon and Mr. Reggie Cannon to Edison Tech High School was a remarkable occasion, igniting hope and fueling the aspirations of talented young welders, and reinforcing the invaluable connection between education and industry.</p> <ul style="list-style-type: none"> • https://sites.google.com/rcsd121.org/recruitment-at-edison/cte-calendar-of-events/june-2023?authuser=0
<p>#170</p> <p>HS Chronic Absenteeism - All Students</p> <p>22-23 Progress Target: 53</p>	<ul style="list-style-type: none"> • The chronic absenteeism rate for the 2022 - 2023 year was 70%. • This represents a 10% drop from the chronic absenteeism rate for the 2021 - 2022 year. • There were 80 students who were within 2 percentage points (87.99 - 89.99) of not being labeled as chronically absent during the 2022- 2023 year. If these students had reached that threshold, the chronic absenteeism rate would have been 64%, which would have represented a further percentage drop of 8.6%. • Of the 80 students who were within 2 percentage points (87.99 - 89.99) of not being labeled as chronically absent, 52 of these students had an average daily attendance rate (ADA) that was above 90% during the 4th Marking Period. From an attendance standpoint, these students 'closed' 	<p>Based on the fact that the chronic absenteeism rate dropped by 10% during the 2022-2023 school year compared to the previous year, it is imperative that certain action steps taken during this past year continue in this upcoming 2023 -2024 year.</p> <ul style="list-style-type: none"> • The school-wide attendance team will meet at the start of the month to discuss the data from the attendance tracking system. Data will be shared and updates will be provided on the schoolwide effort to reduce the chronic absenteeism rate. The team will celebrate positive trends that occurred during the previous month and will clearly communicate to the cohort teams, which specific students need to be the focus of the cohort team's efforts in the upcoming month. • At the beginning of the school year, at the start of each month, students whose average daily attendance (ADA) rate had fallen under 90% will be

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	<p>their school year well and probably positively impacted their academic performance during the 4th marking period as well.</p> <p>The strategies listed below were key action steps that contributed to the school-wide reduction of the chronic absenteeism rate during this 2022- 2023 academic year.</p> <ul style="list-style-type: none"> • The school-wide attendance team met at the start of the month to discuss the data from the attendance tracking system. The attendance team leaders shared data and provided updates on the schoolwide effort to reduce the chronic absenteeism rate. The team celebrated positive trends that occurred during the previous month and clearly communicated to the cohort teams, which specific students needed to be the focus of the cohort team efforts in the upcoming month. • Within the tracking system for the second half of the school year, at the start of each month, students whose average daily attendance (ADA) rate had fallen under 90% were identified and targeted for additional communication, encouragement, and support, if needed. Each Cohort team, composed of an administrator, counselor, and support staff was encouraged to reach out, monitor & support these students over the course of the month. The effort was intended to help these students reach the goal of increasing their ADA back above 90%. 	<p>identified and targeted for additional communication, encouragement and support.</p> <ul style="list-style-type: none"> • Each cohort will have a dedicated cohort attendance team, composed of administrator, counselor and identified support staff that will be charged with reaching out, monitoring & supporting these targeted students over the course of the month. The goal will be to help these students over the course of the month reach the goal of increasing their ADA so that it rises back above 90%. • To promote a positive culture around this particular demonstrable indicator, coordinated effort will occur to recognize and celebrate students who maintain excellent attendance. In addition, students who demonstrate improved attendance during the course of a particular month will be recognized and celebrated as well. • At the beginning of the year, for the first two months of the year, there will be an emphasis on identifying no-show students, with the goal of reaching out to these students and their families to re-engage them back into school. In situations where students are potential drop candidates, cohort teams will move through the process of taking the steps needed to drop the student.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Within the month-to-month focus on the targeted students, students who made improvements and got back up to 90% were recognized and rewarded for their effort. • Students who were at-risk of becoming chronically absent from a drop in attendance during the previous month, were monitored and communicated with by a member of the Cohort attendance team to support the student's effort to improve their attendance during the subsequent next month. • An administrator regularly met with the home school assistants to discuss data points by cohort from student absence reports. In addition, the discussion centered on the number of home visits conducted and phone calls made related to student absences. 	
<p>#190</p> <p>HS ELP Success Ratio -</p>	<p>During the reporting period, the ENL team continued publishing the monthly newsletter to parents. The ENL team's primary focus during this reporting period was the administration of NYSESLAT.</p>	<p>Moving forward, for the 2023-2024 school year, the ENL team will continue to review the SIRS-113 data, the NYSESLAT item maps, and the NYSESLAT Multiple Choice Performance Report with Gap Analysis - by Location as soon as they become available so that we can identify who made progress, which Targets of</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>All Students</p> <p>22-23 Progress Target: 1</p>	<ul style="list-style-type: none"> • Barring errors or misinterpretations in calculating the ELP Benchmark or changes in proficiency level scale scores for 2023, the ENL team is confident that we will meet or exceed our 2022-2023 progress target of 1. • Newsletter <p>Per the Q3 report, the ENL team was able to access the SIRS-113 ELP Accountability Report and found that 126 of our enrolled ELLs can help Edison make its ELP Success Ratio target of 1. We have calculated that 21.2% or 27 students must make their required proficiency levels for Edison to make its ELP Success Ratio target.</p> <ul style="list-style-type: none"> • During the Speaking administration period of April 17 – May 26, 2023, 146 out of 200 ELLs on this year's SIRS-113 data (Sheet 1) took the Speaking session of the test. During the May 15 – May 26, 2023, Listening/Reading/Writing administration period, which was shortened by a half-day and a Superintendent's Conference Day, 124 ELLs completed Listening/Reading/Writing Session 1, 122 completed Session 2, and 118 completed Session 3. • In March, the team identified the 60 students most likely to make adequate progress on the 2023 NYSESLAT administration. Forty-two of the 60 	<p>Measurements (ToMs) received more focus on the assessments and TOMs need more focus with students during the academic year.</p> <p>Continue to strengthen Tier 1 Instruction Core Instruction and supports via continued professional development in the following areas:</p> <ol style="list-style-type: none"> 1. Student-Led Conversations w/Teacher Feedback 2. Workstation Implementation w/Teacher Feedback (pull outs vs. differentiation) 3. Reading and Writing Stamina w/Teacher Feedback 4. Co-Teaching model implementation focus on Planning and Preparation 5. Continued vertical/horizontal alignment of rigorous student learning expectations and outcomes regarding reading and writing for ENL/Bilingual Students that include benchmarks. <ul style="list-style-type: none"> • Only 23 Cohort 2019 students were registered for the exam by the Senior Team at the Edison Campus (this number doesn't include students in alternative programs like All City, Lyncx, and Northstar). 12 of 23 scholars participated in the exam. For the 2023-2024 school year, August - June, work with the Cohort 2020 team to target ENL students not tested, Level 1 and Level 2 scholars to participate in each English Regents Examination administration.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<p>identified completed all sessions of the assessment. Fifteen have made sufficient ELP progress in 2023 so far.</p> <ul style="list-style-type: none"> Preliminary data (Sheet 2) obtained from 90 students who completed all sessions of the assessment and have a required proficiency level with a probability of making sufficient ELP progress in 2023 indicate that 28 students have made their required proficiency level for the 2022-23 school year. We estimate that 9 students reached Commanding status on NYSESLAT alone and 5 students reached Commanding status by passing the English Regents and testing Expanding on NYSESLAT. The rest of the 28 made their targets at various lower proficiency levels. Other students, whose estimated scale scores are in red, had missing session data. Of those students, we believe that up to five of them will make their targets when scores are released in the fall. 	
<p>#230</p> <p>HS Science All Students PI</p>	<p>Specific Strategies and Action Steps to Support Progress for this DII:</p> <p>Lab Qualification Efforts</p> <ul style="list-style-type: none"> Course-based lab recovery interventions held on Early Release Days (November 4th, December 9th, March 3rd, and May 15th) 	<p>It is clear that we need continued efforts in the area of lab qualification for our students:</p> <ul style="list-style-type: none"> Living Environment <ul style="list-style-type: none"> 209/365 students qualified for the exam (57%) Earth Science

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>22-23 Progress Target: 157.5</p>	<ul style="list-style-type: none"> • Extended minutes beyond qualification minimum were offered in every course (most Regents courses offered an additional 800 minutes beyond qualification minimum of 1200 minutes) • Letters sent by the course teacher and department lead to families indicating a need for improvement and support offered by the teacher • Investigatory field trip with coinciding lab report offered to Earth Science classes with the ability to earn an additional 300 minutes towards lab qualification. • Extended Day program staffed with 2 science teachers to support lab qualification as well as others who provided after-school and lunch support • Students enrolled in semester-based review classes to retake an exam (Living Environment only) <p>Gap Analysis and Improvement Initiatives in Practice</p> <ul style="list-style-type: none"> • Itemized Gap Analysis reports from June 2022 provided by WNYRIC informed areas of need based on student performance in each Regents course • Course teams developed selected improvement strategies based on findings in the gap analysis as well as formative and summative data from the 2022-2023 school year with current students. Instructional Improvement Initiatives included (but were not limited to): <ul style="list-style-type: none"> ○ Explicit teaching of selected annotation strategies (BUCK Method) 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 112/185 students qualified for the exam (61%) <ul style="list-style-type: none"> ○ Chemistry <ul style="list-style-type: none"> ■ 22/26 students qualified for the exam (85%) ○ Physics <ul style="list-style-type: none"> ■ 4/7 students qualified for the exam (57%) • While we have made progress utilizing field trips and early release days to help resolve minutes towards qualification, there is still more work to be done. It is worth noting that a partnership regarding this information with our attendance team's efforts will be critical with family contact in the 2023-2024 school year and it is also worth noting that this was accomplished with a 70.65% chronic absenteeism rate. Our plan is to explore additional field trip opportunities in our community to enhance engagement and lab qualification during our August planning PD. We will also continue our practice of using early release days to resolve unfinished labs, with an eye on expanding towards some sort of intervention every mid-quarter in partnership with our instructional leadership team. • We also need additional work to enhance our collaborative efforts regarding targeted instruction and sharing of best practices utilizing our gap analysis. The science department has now all received training regarding the DataWise process and our roles within it, so the August PD planning days

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Explicit teaching of metacognitive strategies with the use of a graphic organizer (annotation, restating, regulation, sentence framing, use of resources, questioning, validity of response, etc.) • Sentence-framing explanations on constructed response items • Re-teaching (small and large group) of critical standards identified in gap analysis/observations • Scaffolded Frayer models for explicit teaching of vocabulary along with phenomenon-based and collaborative learning experiences to fill them out <p>Data/Evidence to determine progress and impact on instruction, learning, and achievement.</p> <p>Lab Qualification Efforts</p> <ul style="list-style-type: none"> • Every Regents science teacher utilized Early Release days for lab minute makeup/improvement • On May 15th a shared coordination of lab makeup for the Living Environment team resulted in improvement in documented minutes for 112 students on the state mandated labs (Beaks of Finches, Relationships and Biodiversity, Diffusion Through a Membrane, and Making Connections) • 220 lab notification letters were sent to families from the department in the fall notifying families of a need for improvement in addition to each teacher sending lab letters and postcards as well as documented phone calls. 	<p>(28th, 29th, 30th) will be essential in providing rigorous and adapted instruction targeting our underperformed standards in Quarter 1 and beyond in the 2023-2024 school year.</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • 77 students attended the Chimney Bluffs Field Trip on Friday, May 12th, and became eligible for an additional 300 minutes towards lab qualification with satisfactory completion of a lab report. • 32 students were enrolled in semester-based review classes in Living Environment <p>Qualification Results</p> <ul style="list-style-type: none"> • Living Environment <ul style="list-style-type: none"> ◦ 209/365 students qualified for the exam (57%) • Earth Science <ul style="list-style-type: none"> ◦ 112/185 students qualified for the exam (61%) • Chemistry <ul style="list-style-type: none"> ◦ 22/26 students qualified for the exam (85%) • Physics <ul style="list-style-type: none"> ◦ 4/7 students qualified for the exam (57%) <p>Gap Analysis and Improvement Initiatives in Practice</p> <ul style="list-style-type: none"> • Preliminary Results <ul style="list-style-type: none"> ◦ Living Environment <ul style="list-style-type: none"> ■ June 2023 Regents - LE - 0095 - 1.pdf ■ June 2023 Regents - LE - 0095 - 2.pdf 	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ June 2023 Regents - LE - 0095 - 3.pdf ■ June 2023 Regents - LE - 0095 - 4.pdf ○ Earth Science <ul style="list-style-type: none"> ■ June 2023 Regents - ES - 1102.pdf ■ June 2023 Regents - ES - 0095.pdf ○ Chemistry <ul style="list-style-type: none"> ■ June 2023 Regents - CHE - 1102.pdf ■ June 2023 Regents - CHE - 0095.pdf ○ Physics <ul style="list-style-type: none"> ■ June 2023 Regents - PHY - 0095.pdf • When disaggregated in July (through WNYRIC), the Itemized Gap Analysis reports will yield new findings for teams to work with in our August PD. During this PD, course teams will evaluate gaps from the report which will inform planning in the Quarter 1 sequence for each course over the period of August 28th, 29th, and 30th. We will maintain and enhance current selected practices and add more if necessary. 	

<div>#240</div> <div> <div>HS Social Studies All Students PI</div> <div>22-23 Progress Target: 137.7</div> </div>	<div>The Social Studies Department implemented the following specific strategies and action steps to support the progress for this Demonstrable Improvement Indicator:</div> <div> <div>1. The Social Studies Department agreed to create their own Common Formative Assessment for the third administration as the CFA Pilot ended after the second administration. Results were reviewed by grade level teams to inform instruction for the remainder of the school year to best prepare students for June Regents Exams.</div> <div>2. The Social Studies Department decided to add the following courses for 2023-2024: Advanced Placement African American Studies and Pre-AP World History.</div> <div>3. Students participated in AP Day at the Capital to promote civic engagement & comprehensive knowledge of grassroots activism.</div> <div>4. The Social Studies Department conducted Progress Monitoring of students' grades to identify students in need of extra support. <div> <div>Teachers implemented additional Academic Intervention Strategies (AIS) Tier I Instructional Elements with students who regularly attended class but continued to perform poorly on academic tasks.</div> <div>Students encouraged to attend extended day</div> <div>Attendance data clearly showed that attendance was the number one contributing factor to students not earning course credit</div> <div>A US Review Book Calendar was created for students to assist them with preparing for the upcoming US History Regents on June <div> <div>US Review Book Calendar - June 2023 Exam</div> </div> </div> </div> <div>5. June 2023 Social Studies Regents Examination Results <div> <div>Preliminary data shows that: <div> <div>49% of students who took the Global History Regents passed with a 65 and/or qualified for an appeal.</div> <div>61% of students who took the US History Regents passed with a 65 and/or qualified for an appeal.</div> </div> </div> <div>The Edison Social Studies Department will begin a Datawise improvement cycle for 2023-2024 starting with a Data Analysis of June and August Regents data.</div> </div> </div> </div></div>	<div>1. Global 1 - CFA #3</div> <div>G2: Global II CFA III - Week of 5/16 Young & Ash</div> <div>US: USH Practice Exam (22-23) Results show that although we have made slight gains since the first '22 - '23 Common Assessment, we have a significant way to go in order to get students to perform at a high level consistently.</div> <div> <div>Results (Sample) ... <div> <div>MCQ - 54% was the average percent that students earned on the 20 MCQs.</div> <div>Short Essay #1 Average score of 2.33 out of 5 possible points.</div> <div>Short Essay # 2: Students averaged 2.25 out of 5 possible points.</div> <div>Document Based Questions - 3.04 out of a possible 6 points.</div> <div>Civic Essay- 3.78 out of a possible 10 possible points. Helping students develop the skills and content knowledge for extended essays continues to be our most pressing needs.</div> </div> </div> <div>Student reflections - US: US CFA3 Student Reflections.pdf</div> <div>2. To increase academic rigor and prepare students for NYS Assessments, 9th graders will be offered Pre-AP World History starting 9/2023. This course has not been offered in the past. AP African American Studies is also being piloted for students interested in a 5th Social Studies course and diving deeper into African American History.</div> <div>3. News Article: AP Day Article</div> <div>4. SS Dept Grades Post MKPD3.</div> <div>5. June 2023 Regents Exam Results: <div> <div>US History: <div> <div>June 2023 Regents - USHG - 0095.pdf</div> <div>June 2023 Regents - USHG - 1102 - 1.pdf</div> </div> </div> </div> </div> </div>
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Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • The SS Department will continue to use vocabulary acquisition as a main instructional focus. We will also consider ways to better assess student vocabulary levels in order to provide a more rapid response for students who demonstrate weakness accessing grade level content vocabulary at the start of the '23-'24 school year. <p>6. US History Common Assessment/Vocabulary Template '23-'24: 2023 FIRST MARKING PERIOD</p>	<ul style="list-style-type: none"> ○ June 2023 Regents - USHG - 1102 - 2.pdf • Global 2 <ul style="list-style-type: none"> ○ June 2023 Regents - GLO - 0095 - 1.pdf ○ June 2023 Regents - GLO - 0095 - 2.pdf <p>6. The SS Department plans to continue with Common Formative Assessments for '23-'24 for each grade level content area.</p> <ul style="list-style-type: none"> • Data from CFA's will be reviewed and analyzed to guide future instructional practices. <p>7. The SS Dept will continue to expand/formalize vocabulary assessment per course.</p>

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the Final Report and Reflection on Activities , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
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#250 2017 Total Cohort 6-Year Grad Rate - All Students 		

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Support students with developing post-secondary transition plans that include but are not limited to including students in college campus field trips, school-site visits by college reps, career fairs, and recruitment opportunities. 	<ul style="list-style-type: none"> • Identified all active cohort 2018 scholars • Update graduation status database that includes the monitoring of each student's online credit recovery and attendance • Students' enrollment in extended day opportunities • Establish graduation status meetings with all families • Support students with developing post-secondary transition plans that includes but is not limited to including students in college campus field trips, school-site visits by college reps, career fairs, and recruitment opportunities


Part III – Demonstrable Improvement Level 2 Indicators

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 strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023	2023-2024 School Year Continuation Plan for Meeting this Indicator
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Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#2</p> <p>Plan for and implement Community School Model</p> <p>22-23 Progress Target: (please see Community Schools Guidebook to ensure DI is met)</p>	<p>STRATEGIES/ACTION STEPS: The Edison Campus is working with the RCSD to engage community partners to work with our school community to ensure the school is providing support to the whole child and their families so that the school becomes a positive place for all the stakeholders. The Community Engagement Team meetings will continue to take place each month. Agenda items for each meeting include the school's progress towards its indicators, identification of indicators needing additional support, and brainstorming of ways to meet needs as identified through this process. Recruitment of CET members continues this year so that all constituents can be represented. (Hyperfocus is on student attendance at meetings.)</p> <p>More Specific Agenda items from 22-23 included...</p> <ul style="list-style-type: none"> • Consistent exposure to the Vision and Mission of the Edison Campus • Community outreach which included donations for the clothes pantry (several winter coats and clothing donated). • We have an ongoing partnership with Foodlink that provides food monthly to the Edison Food Pantry. • The Holiday Baskets Food Team has been established for Thanksgiving and Christmas baskets. The Holiday Baskets Food Team which out to Edison Staff, Alumni and community members assemble and give away more than 180 families in need food baskets. 	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <ul style="list-style-type: none"> • Social Media data can be used to communicate regularly with students. • Additional CTE Pathway data can be used in the designing of an additional pathway at the Edison Campus that is representative of student voice and choice. • Student interest data can be used to craft incentives for our Behavior Team which is working on the PBIS matrix and incentives. 4. Edison needs assessment data that can be used in determining resources needed for families.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Integrated student and parent voice • Students and parents were present at the meetings Strategic focus and committee support for Tier 2 Attendance data to Reduce Chronic Absenteeism • Student and Family Services in collaboration with the Community Engagement Team and growing partnerships with ETS- at the College of Brockport. The school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace, Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA. 	
<p>#6</p> <p>Family and Community Engagement <u>DTSDE Tenet 6</u></p> <p>22-23 Progress</p>	<p>STRATEGIES/ACTION STEPS:</p> <ul style="list-style-type: none"> • The Edison Campus is working with the RCSD to engage community partners to work with our school community to ensure the school is providing support to the whole child and their families so that the school becomes a positive place for all the stakeholders. The Community Engagement Team meetings will continue to take place each month. Agenda items for each meeting include the school's progress towards its 	<p>Lead Measure: Themed Parent Monthly Meetings have been implemented. A Spanish interpreter will be provided to increase participation during meetings and in making sure that all participants are engaged and feel welcome. During the 2023-24 school year we will continue with the focus from the current year. It has proven to be successful in the current year.</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>Target: 90% phase 1; 67% phase 2</p>	<p>indicators, identification of indicators needing additional support, and brainstorming of ways to meet needs as identified through this process. Recruitment of CET members continues this year so that all constituents can be represented. (Hyperfocus is on student attendance at meetings.)</p> <p>More Specific Agenda items from 22-23 included...</p> <ul style="list-style-type: none"> • Consistent exposure to the Vision and Mission of the Edison Campus • Community outreach which included donations for the clothes pantry (several winter coats and clothing donated). • We have an on-going partnership with Foodlink that provides food monthly to the Edison Food Pantry. • Integrated student and parent voice. • Established a student lounge based on the voices and hands of students. The lounge is called “Inventors Lounge” ET, a place where students who have earned the privilege to spend time in the lounge. • Students and parents were present at the meetings Strategic focus and committee support for Tier 2 Attendance data to Reduce Chronic Absenteeism • Student and Family Services in collaboration with the Community Engagement Team and growing partnerships with ETS- at the College of 	<div data-bbox="1499 703 2303 1156">  <p>The poster is titled "Edison Career & Technology High School Parent Engagement Program" and "2022-2023 FOCUS". It lists three main categories of focus areas:</p> <ul style="list-style-type: none"> Targeted Parent Series: Cohort Parents of 9th – 12th Graders, Parents of Athletes, Parents of ENL Students, Parents of Bi-Lingual Students, Parents of NYSAA Students, Fathers/Positive Male Figures. Key Elements: Graduation Requirements, Attendance Expectations, Parent Engagement Opportunities, Parent/Student Resources. Innovative Recruitment/Marketing: Post Card Mailings, Home Language School to Home Correspondence, Robo Survey to Assess Interests, Home Language Robo Calls, Strategic/Relevant Scheduling, Incentives: E-Credits/Gift Cards, Personal Invites via Calls, Carpe Diem Moments. Title I Compliance: SBPT Parent Reps, Active Parent Group, Current Parent Group Bylaws, Posted Parent Compact, Posted SBPT Minutes, Parent Engagement Opportunities. </div> <ul style="list-style-type: none"> • Parent Engagement Report for June/August 2023 is attached to the Google Link below: https://docs.google.com/document/d/1kP43eS9JS6hp37ND2Y_9SFzoVecD_q33bE4_cqAsoDY/edit <p>Edison Student Lounge: “The Inventors Lounge” ET Link below:</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<p>Brockport. The school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace, Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA.</p> <ul style="list-style-type: none"> • The school offers regular workshops and information sessions that help families understand how children learn and are being taught. These are offered in families' preferred language. (6A) • The school has guidance related to programs, requirements, courses, and assessments that support families' understanding of what is needed for successful and timely grade-level/course completion on their trajectory toward graduating college and career ready. (6A) • The school has designated staff that provide outreach to families in their preferred language. (6A) • Written communications are sent home in the most prevalent languages. (6A) Teachers ask parents about their children and leverage the knowledge of parents about their child's interests, learning style, learning preferences, and prior educational experiences (6A) • Teachers share information about what is being taught with families at least once a month. (6B) 	<p>https://docs.google.com/presentation/d/14E7Oqt8COSUeIR198huJtCG1XRr0f5Ds/edit#slide=id.p1</p>


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Graded student work is sent home at least once per week. When students are struggling, teachers contact families. (6B) • Local organizations and businesses meet with school staff to discuss the services they provide. (6B) • The office staff are friendly and courteous. (6C) • The school has a parent organization, and all families are invited to attend these meetings. (6C) • Some teachers attend parent organization meetings and other events for families. (6C) • School leaders meet with community leaders and visit community organizations to discuss the challenges that families in the community face. (6C) • Phase 2 Common Across School • The school offers regular workshops and information sessions on topics that families recommend. (6A) • The school makes personalized calls to all new families in their preferred language before the school year begins to welcome and address families' questions and concerns. (6A) 	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • The principal shares data with families about the school and describes how the school is working to make improvements at least once per quarter. • Families are able to regularly observe classroom instruction. (6C) • School staff reviews and revises school and classroom policies based on the challenges that families in the community face. (6C) • The school hosts multiple cultural events during the year that are jointly led by families and school staff. (6C) • The school leaders invite parent leaders and families to relevant professional development activities. (6C) 	
<p>#65</p> <p>2022 Total Cohort (9th Graders) with 5 or more credits</p> <p>22-23 Progress</p>	<p>During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for our 2022 Total Cohort (9th Graders) with 5 or more credits indicator in the following ways:</p> <ul style="list-style-type: none"> • 2022 Freshman Cohort Tracking Meeting: • The 9th-grade team continued to conduct monthly cohort tracking meetings. These cohort tracking meetings included the 9th-grade 	<p>Strategy: Edison will monitor marking period grades every week and report updates to families biweekly. Rationale: Monitoring grades will provide the opportunity to target additional support for scholars identified with high needs Goal: By January 20223 60% of students will be on track to earn 5 or more credits</p> <p>Lead Measure: 100% of families of students with two or more Fs will participate in a graduation status meeting that includes implementation of a success plan.</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Target: 60%	<p>administrator, counselor, and intervention specialist to monitor how many students were on track and not on track; how many students were engaged, not engaged, dropped, and no shows to deploy support as needed.</p> <ul style="list-style-type: none"> • The Academic Tracking system that worked in conjunction with the School-Wide Attendance Chronic Absenteeism Tracking and Social Emotional Spreadsheet was used for these meetings. Report Card Review: • During the 4th quarter the team met twice a week and reviewed student progress and made adjustments in academic support for this indicator. • Aggressive cohort tracking process, which allows targeted intervention to be accessed more quickly. • Individual status letters and a 2nd report card were mailed home to all 9th grade. The report card also identified if the student was a red, yellow or green student. <p>Extensive 1:1 academic meetings: The administrator and counselor identified our green, yellow and red students</p>	<p>Lead Measure: 100% of students will have access to credit recovery options with the 2021-2022 school year based on quarterly grade reviews via semester-based courses, Online Credit Recovery, MPR, and after-school programming.</p> <p>2022-23 Action Steps Aligned to Lead Strategies</p> <ul style="list-style-type: none"> • More research-based interventions used for students that are OFF TRACK and APPROACHING throughout the year. • Data systems (Academic and Attendance) available to all teacher and counselor support for scholars in September for a team tracking approach used within the Multi-Tiered System of Support throughout the school year. • More intentional teacher and team supports may have even more of an impact (MTSS)

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> Students that were Tier 1 and 2 in terms of attendance AND 3 or fewer credits short were color-coded “yellow/APPROACHING”. APPROACHING students had extensive weekly 1:1 meetings in regard to their academics, attendance, extended day, and social-emotional needs. (Connected with scholars weekly to see where they were in their progress towards 5+ credits and what they needed. Continued Positive Affirmation Morning Check-Ins with students managing tough emotions and challenges throughout the school day Continued to have Parent Teacher Conferences to discuss students' academics and attendance Ongoing enrollment in and monitoring of students in the Extended Day and Marking Period Recovery Program: Program available to students Monday through Thursday from 2:45- 4:15 and Saturdays from 9:30-12:15 <p>Program available during February and April break</p> <ul style="list-style-type: none"> 9th Grade Team monitored progress and attendance of 2023 students 	

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	<ul style="list-style-type: none"> • Town Hall meetings: The Administrator and counselor presented the last Town Hall meeting during the 3rd and 4th period marking period. The TownHall meeting focused on the following: • Graduation Requirements (Algebra, Living Environment, and Earth Science) • Student self-assessment and reflection survey • Freshman CTE Pathway Selection Assembly 	

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	<div data-bbox="478 695 857 1177" data-label="Image">  </div> <ul style="list-style-type: none"> • https://docs.google.com/presentation/d/1BWdLciJFJ8bT_GZX3TaHLpBK38yznnUrywg085ltgWI/edit#slide=id.g22c70e3cf88_0_16 • Removed 14 NYSAA students who are not 17 years old from the “2022 Cohort”...to avoid continued misrepresentation of the data, these 	

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	<p>students should not be included in the 2022 Cohort as their inclusion in the data, skews the data.</p> <ul style="list-style-type: none"> Of the 34 NYSAA students assigned, 14 NYSAA students should not have been assigned to the 2022 Cohort because they are not 17 years old. The IMPACT without the 14 NYSAA students being included =67% 199/295) ON TRACK 5+ Credits IMPACT=64%(199/309) ON TRACK 5+ Credits AS OF JUNE 2023 	

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#251 2017 Total Cohort 6-Year Grad Rate - SWD Students <		

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	<ul style="list-style-type: none"> • Orientation, parent-teacher conferences, quarterly annual goals progress reporting • Created a college-bound culture and climate that is inclusive. • Provided SEL extended Learning Opportunities that are inclusive and/or target SWD Scholars • Identified all active cohort 2017 scholars • Updated graduation status sheet that includes the monitoring of each student's online credit recovery and attendance • Students' enrollment in extended day/tutoring opportunities • Established graduation status meetings with all families 	<ul style="list-style-type: none"> • Update graduation status database that includes the monitoring of each student's online credit recovery and attendance • Students' enrollment in extended day opportunities • Establish graduation status meetings with all families • Support students with developing post-secondary transition plans that includes but is not limited to including students in college campus field trips, school-site visits by college reps, career fairs and recruitment opportunities

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#253 2017 Total Cohort 6-Year Grad Rate - Hispanic Students	<p>During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:</p> <table><tr><td>Cohort 2017:</td><td colspan="3">385</td></tr><tr><td></td><td>Total Cohort</td><td>SWD</td><td>Hispanic</td></tr><tr><td>2022-2023 Progress Target:</td><td>63%</td><td>36%</td><td>55%</td></tr><tr><td>Total Cohort:</td><td>385</td><td>92</td><td>132</td></tr><tr><td># of Grads:</td><td>247</td><td>40</td><td>82</td></tr><tr><td>% of Graduates</td><td>64%</td><td>43%</td><td>62%</td></tr><tr><td># of Students Needed to Meet Target:</td><td>0</td><td>0</td><td>0</td></tr></table> <p>In order to exceed the established target:</p> <ul style="list-style-type: none">Identified all active cohort 2017 scholarsParent and Student meetings: Orientation, Parent/Teacher Conferences, Classroom visitations.	Cohort 2017:	385				Total Cohort	SWD	Hispanic	2022-2023 Progress Target:	63%	36%	55%	Total Cohort:	385	92	132	# of Grads:	247	40	82	% of Graduates	64%	43%	62%	# of Students Needed to Meet Target:	0	0	0	<table><tr><td>Cohort 2017:</td><td colspan="3">385</td></tr><tr><td></td><td>Total Cohort</td><td>SWD</td><td>Hispanic</td></tr><tr><td>2022-2023 Progress Target:</td><td>63%</td><td>36%</td><td>55%</td></tr><tr><td>Total Cohort:</td><td>385</td><td>92</td><td>132</td></tr><tr><td># of Grads:</td><td>247</td><td>40</td><td>82</td></tr><tr><td>% of Graduates</td><td>64%</td><td>43%</td><td>62%</td></tr><tr><td># of Students Needed to Meet Target:</td><td>0</td><td>0</td><td>0</td></tr></table> <table><tr><td>Cohort 2018:</td><td colspan="3">351</td></tr><tr><td></td><td>Total Cohort</td><td>SWD</td><td>Hispanic</td></tr><tr><td>2023-2024 Progress Target:</td><td>63%</td><td>36%</td><td>55%</td></tr><tr><td>Total Cohort:</td><td>351</td><td>76</td><td>107</td></tr><tr><td># of Grads:</td><td>224</td><td>40</td><td>59</td></tr><tr><td>% of Graduates</td><td>64%</td><td>53%</td><td>55%</td></tr><tr><td># of Students Needed to Meet Target:</td><td>0</td><td>0</td><td>0</td></tr></table> <p>For the 2023-2024 School year, beginning in August, 2023, in order to meet and/or exceed the established target:</p> <ul style="list-style-type: none">Determine current status (baseline) as a result of the 2022-2023 school yearIdentify all active cohort 2018 Hispanic scholars	Cohort 2017:	385				Total Cohort	SWD	Hispanic	2022-2023 Progress Target:	63%	36%	55%	Total Cohort:	385	92	132	# of Grads:	247	40	82	% of Graduates	64%	43%	62%	# of Students Needed to Meet Target:	0	0	0	Cohort 2018:	351				Total Cohort	SWD	Hispanic	2023-2024 Progress Target:	63%	36%	55%	Total Cohort:	351	76	107	# of Grads:	224	40	59	% of Graduates	64%	53%	55%	# of Students Needed to Meet Target:	0	0	0
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# of Students Needed to Meet Target:	0	0	0																																																																																			
22-23 Progress Target: 5																																																																																						

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Created a college-bound culture and climate that is inclusive. Update the graduation status sheet that includes the monitoring of each student's online credit recovery and attendance. • Students' enrollment in extended day opportunities. • Establish graduation status meetings and transition meetings with all SWD families in which post-secondary goals are discussed. The steps needed to achieve these goals (enrollment with ACCESS-VR, OPWDD, etc.) are outlined with persons responsible for each step identified. 	<ul style="list-style-type: none"> • Update graduation status database that includes the monitoring of each student's online credit recovery and attendance • Students' enrollment in extended day opportunities • Establish graduation status meetings with all families <p>Support students with developing post-secondary transition plans that includes but is not limited to including students in college campus field trips, school-site visits by college reps, career fairs, and recruitment opportunities.</p>

Part IV – Community Engagement Team (CET)

The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement.

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. Such should be addressed in response to the prompts 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 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
<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 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. Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.

Community Engagement Team (CET) Members

Students:

Marquan Grimes - 10th Grade
Darryl Fields - 12th Grade

Parents:

Teresa Edwards - 10th Grade Parent
Shawn Cleveland – 11 th Grade Parent

Edison Staff:

Mr. Jacob Scott – Principal
Dr. Bridgitte Griffin - Community School Site Coordinator
Mr. Chris Golamb - Athletic Director
Mrs. LaCassa Felton – PTECH Program Administrator
Mr. Rich Paufler - Student & Family Support Center Coordinator
Dr. Charmaine Cohen-Johnson: Parent Engagement Coordinator, Alumnus ‘87
Mr. Anthony McCollough - CTE Teacher, Alumnus ‘73
Mrs. Diane Watkins - Social Studies Teacher, Alumnus ‘

Central Office:

Ms. Kelli Briggs- Executive Director of Strategic Partnerships
Mrs. Lieselle Taylor - Director of Community Schools
Ms. Vicki Griffin – RCSD Textbook Coordinator

Community Partners:

Ms. Elizabeth Frizzell - MCC Liberty Partnership Program
Ms. Annie Bennett - MCC Liberty Partnership Program
Mr. Scott Boyce - MCC Liberty Partnership Program
Mr. Chuck Allen - Monroe County FACT Program
Ms. Carmen Torres - Children’s Agenda
Mr. Steven Bryant - Hillside Health
Ms. Denise Stokes - Hillside Health
Mr. Eric Eagan - Center for Youth
Mr. Paul Clark – Center for Youth

The CET members from the 2022-23 school year will continue into the 2023-24 school year with the same roles and titles. However, for student changes and any staff retirements the process to select the new members will be based on student and staff interests. In September 2023, when the new school year begins the Community Site Coordinator will do the following:

- Discuss with the building Principal who has expressed interest in being on the CET.
- Send out an email to solicit interested individuals (students & staff).
- Conduct meetings and share with interested individuals (students & staff) what the CET is all about.
- The methods that will be used in the 2023-24 school year will come for the Community Schools Needs Assessment to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.

Community Schools Needs Assessment:

- Link:https://docs.google.com/document/d/1Zk09lAsj8lvNnmU0682rkr81wAWs78wnCv_ZdtU50Tk/edit

<p>Ms. Stacey Saracene</p> <p><u>Alumni:</u> Mr. Gary Dewitt Marshall Mr. Tony Jackson Ms. Denise Stokes Mr. Vincent French</p>	
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Part V – Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</i>	<i>Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</i>
<p>All receivership schools in the Rochester City School District continued to provide four hours a month of paid professional development with their RTA staff. All receivership schools have received training from HCI on their specialized placement processes that started significantly earlier this year to improve retention and hiring practices. Specialized staff has been added to improve coherence, visioning, and targeted support to instructional coaches and teachers. At Edison, funding has been used to develop after-school credit recovery programming and Regents support, including transportation and staffing, as noted in the report.</p>	

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Final Report and Continuation Plan 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:

Date:

Carmine Peluso
[Signature]
7/20/23

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Final Report and Continuation Plan, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):

Signature of CET Representative*:

Title of CET Representative:

Date:

Dr. Charmaine D. Cohen
Dr. Charmaine D. Cohen
Parent Engagement Coordinator
7/14/2023

***The CET Attestation must be signed**

by a CET member other than a school administrator.