

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

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Edison Career and Technology High School	261600010095	Rochester City School District	N/A	Cohort 2	<a href="https://www.rcsdk12.org/innovation">https://www.rcsdk12.org/innovation</a>
Superintendent	School Principal (If appointed since the last reporting period, attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	LaCassa Felton		Brenda Torres-Santana Chief of Schools	9/12	55.1%,

### Executive Summary

Please provide a plain-language summary of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

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 (2024-2025).

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.

The Edison Career & Technology High School campus continues to focus on Tier 1 instruction, support, and aligned outcomes in Academics, Social-Emotional, Behavioral, and Attendance Tiered Plans. As determined by triangulated data, we will then be working to create targeted support systems for Tier 2 and 3 to provide the scaffolds and resources needed for our struggling students. Our goal is to provide superior Tier 1 instruction, aligned assessments, and a solid early intervention plan so our scholars can catch up to their peers. Our Instructional Council and SEL teams currently support our Tier I, while the Attendance team targets all 3 Tiers to impact attendance. Implementing our MTSS framework aims to address academic and behavior challenges campus-wide and takes a holistic and proactive approach to teaching and learning. Our strategic focus on building school-wide systems such as RTI (Response to Intervention framework) and PBIS (Positive Behavior Intervention System) that are goal focused aims to maximize community partner resources/supports, increase teacher effectiveness, and increase mastery of standards as well meet our 21-22 graduation rate metric. The Edison Tech Campus has organized its focus into five priorities: (1) Maintain a Graduation Rate of 67% through on-track credit accrual. (2) Ensure the alignment of teaching and learning in all applicable courses to NYS and college/career readiness standards. (3) Clear and shared expectations for producing high-quality writing. (4) Decreasing chronic absence by 5%. (5) Increased student engagement & a sense of community among staff.

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

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

<b>Data Source: ROC 3D and SIRS II</b>  <b>Date of Capture: 10/4/23</b>	<b>SWD: N= 371/31.4%</b>  <b>Total Current Enrollment/Registrant Counts: N= 118</b>  <b>ELL: N=190/16.1%</b>  <b>SWD/ELL percentage total: N=62/5.3%</b>
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Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	68.1%	66.5%	69.0%	74.9%
Chronic Absenteeism Rate	68.4%	78.7%	78.2%	64.4%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	16.4%/#282	24.2%/#338	25.6%/#315	5.8%/#69
Duplicated Suspensions	11.6%/#212	15.5%/233	15.7%/#212	1.6%/#19
Unduplicated Suspensions	23.5%/#405	30.9%/#432	31.5%/#388	7.19%/#85
ELL Suspensions	8.1%/#24	19.2%/#47	23.4%/#47	2.6%/#5
SWD Suspensions	20%/#92	27.7%/#115	29.2%/#113	8.89%/#33

*Overview of School Demographic and Four-Year Trend Data  
Use the template below to provide four-year graduation and Drop-out rate trend data, as applicable.*

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

<u>Graduation Percentage Rates</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	51.8%	60.3%	55.1%	___%
ELL Grad. Rate	42.9%	60.0%	52.5%	___%
SWD Grad. Rate	25.2%	50.0%	45.5%	___%
NYSAA Grad. Rate	0.9%	1.3%	6.1%	___%

<u>Drop Out Percentage Rates</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	16.9_ %	19.1%	12.9%	___%
ELL Drop Out Rate	27.1%	31.1%	16.4%	___%
SWD Drop Out Rate	27.1%	25.6%	18.2%	___%
NYSAA Drop Out Rate	0.93%	1.2%	3.0%	___%

**Suspension Tracking and Reporting Addendum**

**Out of School Suspensions #:**

Number of students who received at least one day of out of school suspension. 69

**Duplicated Suspensions #:**

Number of the same student(s) suspended more than one time. 19

**Unduplicated Suspensions #:**

Number of students suspended out of school one time. 85

**English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time. 5

**Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time. 33

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

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

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

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

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
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. This strategy will continue to focus on the following components:</p> <ul style="list-style-type: none"> <li>• Weekly focus on attendance and grade monitoring to ensure that each student receives 5 or more credits at the end of the year</li> <li>• Increasing the services by community partnerships aligned to student and family needs.</li> <li>• Created and established a 9<sup>th</sup> -grade wing for students and staff.</li> <li>• 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.</li> <li>• Classroom Townhall Meetings: Meetings presented by the administrator and counselor to discuss (Graduation Requirements, College &amp; Career Exploration, Tutoring, Expectations, &amp; Academic Goal Setting.</li> <li>• Established our first Freshman Day. Presently we are preparing the Class of 2026 for one of their first paths toward graduation. As part of the preparation and getting to know "Every Inventor, by face and name, to and through graduation," 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.</li> <li>• Established two team teacher leads (Two 9th grade teachers)- The team meets bi-weekly.</li> <li>• Established a 9th Grade Culture and Climate Team – The team meets weekly.</li> </ul>

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Maintain a Graduation Rate of 67% through on-track credit accrual.		<ul style="list-style-type: none"> <li>• Cohort tracking at each grade level to ensure a team approach to academic, behavioral &amp; social-emotional triaging every 5 weeks</li> <li>• Weekly MTSS monitoring of student progress (referral system) to be proactive in determining areas of struggle &amp; allow for modifications/intervention before students get behind in credits &amp; progress</li> <li>• Communication of effective Tier 1 strategies &amp; universal progress monitoring to improve academic standing to ensure that students are accumulating credits in a timely fashion. This will in turn improve academic standing and graduation rate</li> <li>• Edison Tech will norm academic expectations, promote literacy instruction, and provide feedback and revision cycles. Our data show that students need more practice explaining their thinking through writing. This will in turn lead to better scores of written portions of regents exams, increasing regents attainment and graduation status</li> </ul>
Ensure the alignment of teaching and learning in all applicable courses to both NYS and College/Career readiness standards.		<ul style="list-style-type: none"> <li>• Participation in collegial learning walks as a tool to facilitate professional learning and replicating high leverage practices</li> <li>• Daily Teacher check-ins to ensure grade-level instruction</li> <li>• Priority area: evidence of writing and vocabulary in all classes, as evidenced by adapted walkthrough tool &amp; feedback cycles</li> </ul>

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
67:2022 Total Cohort (10th Graders) (Consisting of Edison, P-TECH, and Bilingual) Passing Math Regents		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: <ul style="list-style-type: none"> <li>• The number of students in Cohort 2022 who passed the Algebra I Regents exam was found; there were 12 students to pass the Algebra I R exam or qualified for a Special Appeal</li> <li>• The mathematics course placement of those students was reviewed:</li> </ul>	<a href="#">Cohort 2022 Math Data</a> <a href="https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=0">https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=0</a>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>● Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>-56 students (22.22%) scored less than a 50% on the Algebra I R exam</p> <p>- 77 students (30.56%) scored between 50% - 64%</p> <p>- 74 students (29.37%) scored greater or equal to 65</p> <p>-46 students (18.25%) did not take exam</p> <ul style="list-style-type: none"> <li>● Students who scored less than 50% and did not earn course credit were placed in Credit Recovery (CR)</li> <li>● Students who passed, with a 65% or higher, on the Algebra I R exam and passed the class were placed in Foundations of Geometry or Geometry R</li> <li>● Students who scored between 51% - 64% on the Algebra I Regents Exam, who did not pass the class were placed in Geometry L or Geometry R.</li> <li>● For the students in a targeted group of Credit Recovery (CR) have been identified. These students will be closely monitored to track their attendance, academic performance and assessment performance during the 1st semester.</li> <li>● At the end of the 1st marking period, the targeted student list will be revisited and</li> </ul>	<ul style="list-style-type: none"> <li>● In Foundations need exam:</li> </ul>





Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>based on attendance &amp; performance, a 2nd marking period plan of action will be implemented in preparation for the January Algebra I Regents Exam in January 2024.</p> <ul style="list-style-type: none"> <li>• This plan of action will include an extensive “review for the Regents exam” plan that targets the key performance indicators that have been tested on the last couple of administrations of the exam.</li> <li>• For students in Geometry L or Geometry R who passed the Algebra I class but not the Algebra I Regents Exam – the number of students in this category will be determined and a plan to communicate with the students and families about retaking the Algebra I Regents exam will occur. An afterschool and Saturday extended day program must be implemented that includes an Algebra I Regents Review class. These students will be targeted and strongly encouraged to participate in the program.</li> </ul>	<p><a href="https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=281008199">https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=281008199</a></p> <ul style="list-style-type: none"> <li>• In Geometry need exam: <a href="https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=1195480613">https://docs.google.com/spreadsheets/d/1hipOjkEnlfC78uMWfDf8icvO3FrezR6wqZzN_7uEiPg/edit#gid=1195480613</a></li> </ul>
69: 2021 Total Cohort (11th Graders) Passing ELA Regents		Track and monitor department data by teacher and student. Disaggregate department-wide data via the	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>																																																																																																		
		<p>ELA/ENL tracking and monitoring database will include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>✕ Edison 2023-2024 CSI and Demonstrabl...</li> <li>✚ 8th Grade Spring Testing Data 2023</li> <li>✚ AIMSWEB - R-CBM and MAZE</li> <li>✚ 2022-2023 Edison NYSESLAT (Student ...</li> </ul> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li>• District-wide CFA</li> <li>• Las Links</li> <li>• NYSESLAT</li> <li>• MP Grades Profile</li> </ul> <ul style="list-style-type: none"> <li>• Regents Data Class Profile and Gap Analysis</li> <li>• Continue ELA Team Leader and ELL Team Leader collaboration</li> <li>• Utilize department calendar of events to proactively plan for CFA, LAS Links, &amp; NYSESLAT administration, MP Grades, department extended learning opportunities.</li> </ul>	<table border="1"> <thead> <tr> <th>Cohort 2021 Juniors Acct Enrollment:</th> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>240</td> <td>65</td> <td>20</td> <td>10</td> <td>19</td> <td>16</td> </tr> <tr> <td></td> <td>78%</td> <td>21.3%</td> <td>66.0%</td> <td>2.3%</td> <td>6.2%</td> <td>5.2%</td> </tr> <tr> <td>Cohort 2021 SWD:</td> <td>79</td> <td>8</td> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>84</td> <td>90.8%</td> <td>9.2%</td> <td>9.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cohort 2021 ELL:</td> <td>43</td> <td>5</td> <td>3</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>48</td> <td>89.6%</td> <td>10.4%</td> <td>6.2%</td> <td>4.2%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Cohort 2020 Seniors Acct Enrollment:</th> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> </tr> </thead> <tbody> <tr> <td>280</td> <td>77</td> <td>203</td> <td>60</td> <td>40</td> <td>60</td> <td>43</td> </tr> <tr> <td></td> <td>27.5%</td> <td>72.5%</td> <td>21.4%</td> <td>14.3%</td> <td>21.4%</td> <td>15.4%</td> </tr> <tr> <td>Cohort 2020 SWD:</td> <td>43</td> <td>50</td> <td>24</td> <td>14</td> <td>9</td> <td>3</td> </tr> <tr> <td></td> <td>46.2%</td> <td>53.8%</td> <td>25.8%</td> <td>15.1%</td> <td>9.7%</td> <td>3.2%</td> </tr> <tr> <td>Cohort 2020 ELL:</td> <td>24</td> <td>34</td> <td>18</td> <td>8</td> <td>6</td> <td>2</td> </tr> <tr> <td></td> <td>41.4%</td> <td>58.6%</td> <td>31.0%</td> <td>13.8%</td> <td>10.3%</td> <td>3.5%</td> </tr> </tbody> </table> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li>✕ Edison 2023-2024 CSI and Demonstrable Indicators.xlsx</li> <li>✚ 2022-2023 Edison NYSESLAT (Student Responses)</li> </ul>	Cohort 2021 Juniors Acct Enrollment:	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5	305	240	65	20	10	19	16		78%	21.3%	66.0%	2.3%	6.2%	5.2%	Cohort 2021 SWD:	79	8	8				84	90.8%	9.2%	9.2%				Cohort 2021 ELL:	43	5	3	2			48	89.6%	10.4%	6.2%	4.2%			Cohort 2020 Seniors Acct Enrollment:	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5	280	77	203	60	40	60	43		27.5%	72.5%	21.4%	14.3%	21.4%	15.4%	Cohort 2020 SWD:	43	50	24	14	9	3		46.2%	53.8%	25.8%	15.1%	9.7%	3.2%	Cohort 2020 ELL:	24	34	18	8	6	2		41.4%	58.6%	31.0%	13.8%	10.3%	3.5%
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		<ul style="list-style-type: none"> <li>● Establish ELA III Regents Review Google Classroom Via Extended Day Program</li> <li>● Monitor Student-Led Discussion Deep Discussion (student collaborative conversations) level of implementation to determine supports needed via walk-throughs - focus on workstations</li> <li>● Identify, utilize, and align content and speaking/listening learning Targets and outcomes.</li> <li>● Discuss the development of a department-wide writing portfolio with baseline and writing pieces that demonstrate growth for both student and teacher conversation and reflection.</li> <li>● Utilize ELL data to inform instructional practices and support.</li> <li>● Implementation of Cornell Note-taking Method (study methods) vertically and horizontally across our team</li> <li>● Project Engage: The teachers with the team leader, identified students who have not tested and worked to re-engage students in the</li> </ul>	<p>The ELA department identified Cohort 2021 and Cohort 2020 scholars (Not Tested, Level 1 and Level 2 scholars) who should sit for the exam.</p> <ul style="list-style-type: none"> <li>● All Cohort 2021 and Cohort 2020 parents/scholars will proactively receive a communication regarding the department's recommendation regarding sitting for the January, 2024 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.</li> </ul> <p>For the 2023-2024 school year, August - June, collaboratively work with the Cohort 2021 and 2020 team to target students not tested, Level 1 and Level 2 scholars to participate in each English Regents Examination administration.</p> <p><a href="#">x 2022-2023 English Demonstrable Indicators / Grades (Data Track...</a></p> <ul style="list-style-type: none"> <li>● Re-establish data profiles for every student by teacher rosters to support teacher instructional decisions and student conferences 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. <ul style="list-style-type: none"> <li>● Develop professional development opportunities regarding scaffolding/differentiation/fluency instructional strategies that include but are not limited to reading workshop, writing workshop, workstation</li> </ul> </li> </ul>

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		<p>classroom in preparation for the June 2023 ELA Regents Exam</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><u>2021 SWD and 2021 ELL</u></p> <ul style="list-style-type: none"> <li>● For the SWD/ENL Level 1 scholars, the administrator, and team leader worked to determine by face and name, existing instructional opportunities and potential instructional opportunities to support each student by teacher via periods 1-9.</li> <li>● Provided teachers with access to the information</li> <li>● The team leader met with each teacher to develop a plan of instructional support.</li> <li>● Post review of data, the team leader met with SWD &amp; ELL ELA team, to develop a strategic plan that includes ELA teachers</li> </ul>	<p>model implementation, proactive review of unit plans, and central location for team/course weekly lesson plan overview.</p> <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> <ul style="list-style-type: none"> <li>● Student-Led Conversations w/Teacher Feedback</li> <li>● Workstation Implementation w/Teacher Feedback (pullouts vs. differentiation)</li> <li>● Reading and Writing Stamina w/Teacher Feedback</li> <li>● Co-Teaching model implementation focus on Planning and Preparation and developing a central location for Unit/Weekly Overview Plans for vertical and horizontal alignment</li> <li>● 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</li> </ul>

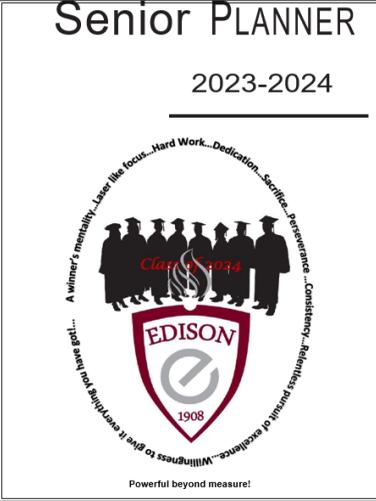
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		<ul style="list-style-type: none"> <li>● Identified the students by face and by name to determine their current status that should include the following:               <ol style="list-style-type: none"> <li>1. By teacher/period to determine additional support opportunities</li> <li>2. Are the students currently engaged?</li> <li>3. Team Leaders &amp; teachers meet with students and families regarding Extended Day Support</li> </ol> </li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>● Fluency/Stamina: Created and reviewed Regents data profile for each teacher.</li> <li>● 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 &amp; feedback)</li> </ul>	

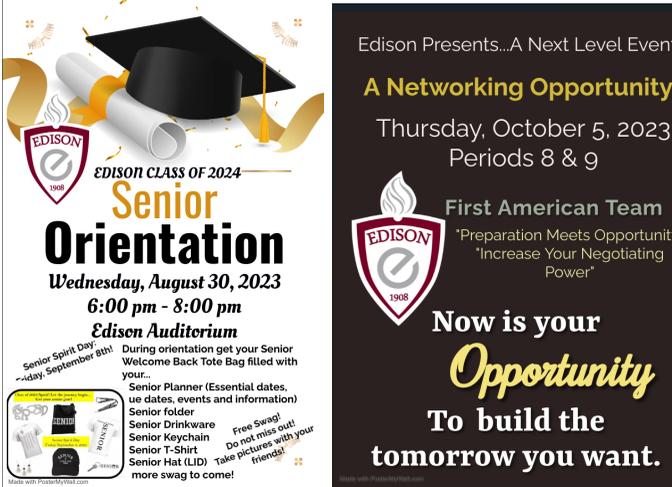
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70: 2020 Total Cohort 4-Year Grad Rate - All Students		<p>Graduation Status Audits: Mission January, 2024</p> <p>Admin and counselor have both established Cohort tracking and monitoring databases. Admin and counselors have discussed initial meetings for groups of students who need 0,1,2,3,4,and 5. Our Senior Counselors have led these meetings during week of October 16, 2023. They will follow up with any students who were not in attendance</p> <p>Counselors will next meet with students in groups based on OCR status of 1, 2, 3, 4, and 5+</p> <ul style="list-style-type: none"> <li>• Multiple Summer and Fall audits that include but is not limited to the following</li> <li>• Exam Attainment <ul style="list-style-type: none"> <li>- 4+1 Status (includes 21st Century Skills Assessment/CDOS Attainment &amp; students who should be targeted for the exam)</li> <li>- Regents Diploma with Advance Designation Attainment: Counselors have identified students who need 1 more exam to qualify</li> </ul> </li> </ul>	<div data-bbox="1811 570 2274 899" style="border: 1px solid black; padding: 5px;"> <p><b>September 2023 Transcript Review</b> Accountability: 243/280</p> <p><b>Enrollment</b>  DeVoria (Edison): 153  Armstrong (PTECH): 39  DiGiulio (Bilingual):17  DiGiulio (NYSAA): 13  Early grads: 21  <b>Total: 243</b>  <i>(Includes RIA, NorthStar, ACH)</i></p> </div> <div data-bbox="1811 915 2274 1154" style="border: 1px solid black; padding: 5px;"> <p>Seniors who have earned</p> <ul style="list-style-type: none"> <li>• 30.5 - 16 credits: 152</li> <li>• 15.5 - 11 credits: 28</li> <li>• 10.5 - 6 credits: 17</li> <li>• 5.5 - 0 credits: 9</li> <li>• NYSAA: 13</li> <li>• Early Grads: 21</li> </ul> <p style="text-align: right;">Total: 242</p> </div> <div data-bbox="1811 1170 2274 1287" style="border: 1px solid black; padding: 5px;"> <p><b>ON TRACK (16+ Credits) AS OF JUNE 2023</b></p> <p><b>(172/280) = 61%</b></p> </div>

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		<ul style="list-style-type: none"> <li>• Credit Attainment               <ul style="list-style-type: none"> <li>- # of courses needed to graduate</li> <li>- # of exams needed to graduate</li> </ul> </li> <li>• Student Schedule Audit               <ul style="list-style-type: none"> <li>- Based on how Regents Exam Needs reviewed each schedule to make sure students are currently in full schedule.</li> <li>- How many students are currently enrolled in a Regents review class and or subject area class based on regents needed to graduate</li> <li>- Of the 55+ scholars who need the English Regents. We were able to schedule 30 for additional English III Regents Review with Team Leader</li> <li>- We are currently looking creating an opportunity during the seniors period 7 lunch for the 10 students whose schedules doesn't provide the opportunity for the students to participate in a English III Review Opportunity.</li> </ul> </li> <li>• OCR Status Audit: Mission January 2024 to complete as many OCR classes as possible</li> </ul>	<table border="1" data-bbox="1830 537 2260 984"> <thead> <tr> <th>Exams Completed</th> <th># of Students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>*5</td> <td>120</td> <td>42%</td> </tr> <tr> <td>4</td> <td>33</td> <td>11%</td> </tr> <tr> <td>3</td> <td>21</td> <td>8%</td> </tr> <tr> <td>2</td> <td>27</td> <td>10%</td> </tr> <tr> <td>1</td> <td>22</td> <td>7%</td> </tr> <tr> <td>0</td> <td>12</td> <td>4%</td> </tr> </tbody> </table> <p data-bbox="1830 959 2118 984">*Includes 21 Early Grads</p> <p data-bbox="1803 1032 2287 1057">x Edison Class of 2024 updated.xlsx</p> <p data-bbox="1661 1068 2429 1092">x Edison 2023-2024 CSI and Demonstrable Indicators.xlsx</p> <p data-bbox="1548 1105 2537 1130">x 2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</p>	Exams Completed	# of Students	%	*5	120	42%	4	33	11%	3	21	8%	2	27	10%	1	22	7%	0	12	4%
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		<ul style="list-style-type: none"> <li>- Provided counselors with OCR status tracking and monitoring completion database</li> <li>- Celebrate every student who completes an OCR class/OCR Champions and/or Virtual Classes/Virtual Stars</li> </ul> <p>SEL:</p> <ul style="list-style-type: none"> <li>● 4 College Visits planned for Thursday, Oct 26, 2023</li> <li>● College Fair held on Thursday, October 12, 2023</li> <li>● College Visit planned for Nov 17, 2023</li> <li>● Class of 2024 Senior Finish Strong Seminar #1 to be held on Friday, October 27, 2023, our first half day, all seniors will report to the library for periods 1,3, and 4. During this time, seniors will have the opportunity to make up work for marking period 1, participate in our kickoff of English III Regents Review additional support with Mr. Konecny, submit college applications, apply for scholarships and work towards completing their online credit recovery work (OCR). To show our appreciation for all of the seniors' hard work and determination to finish strong...a special</li> </ul>	 <p>The poster features a black background with a red graduation cap (mortarboard) in the center. Inside the cap, several graduates in black gowns are visible. Below the cap, the word "GRADUATION" is written in large, white, bold letters, with "Ceremony" in a smaller, white, cursive font underneath. At the bottom left is the Edison High School logo, and at the bottom right is the date "Saturday, June 29, 2024" and a red circular stamp that says "Save the Date".</p>

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		<p>breakfast will be provided for Seniors and Senior Teachers.</p> <ul style="list-style-type: none"> <li>● Class of 2024 T-shirts, hats and senior gifts purchased and shared with every student</li> <li>● Spirit Week and Pep Rally planned in collaboration with Senior Scholars.</li> <li>● October 11th Preparation Meets Opportunity Senior Networking Opportunity provided to seniors where they engage in a panel discussion with a 1.8 Billion dollar company</li> <li>● Each Senior provided a Senior Planner</li> </ul>	

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			 <p>The image shows the cover of the 'Senior PLANNER 2023-2024'. At the top, it says 'Senior PLANNER' and '2023-2024'. Below this is a circular graphic with silhouettes of graduates in gowns. The text around the circle includes 'A winner's mentality... Lose the focus... Hard Work... Dedication... Sacrifice... Perseverance... Consistency... Address the pursuit of excellence... Willingness to give it everything you have got!...'. In the center of the circle is the Edison School logo, which is a shield with 'EDISON' at the top, a stylized 'E' in a circle, and '1908' at the bottom. Below the shield, it says 'Powerful beyond measure!'.</p>

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2019 Total Cohort 5-Year Grad Rate - All Students		<p>Communication sent home &amp; emailed to all students &amp; families:</p> <ul style="list-style-type: none"> <li>● Welcome Letter</li> <li>● All City flyer and contact info</li> <li>● Alternative Program Guide</li> <li>● Student Transcript</li> <li>● Student Schedule</li> <li>● Student Grad Plan</li> </ul>	<p><a href="#">Edison Cohort 2019 &amp; Prior Data Tracker</a></p> <p><b>Cohort 2019: 49 TOTAL Active STUDENTS</b></p> <ul style="list-style-type: none"> <li>● ACH: 13 STUDENTS</li> <li>● SWD: 7 STUDENTS</li> <li>● 504 PLANS: 3 STUDENTS</li> <li>● DROPS INITIATED: 10 STUDENTS</li> <li>● BILINGUAL: 5 STUDENTS (DIGUILIO)</li> <li>● ENL ONLY: 5 STUDENTS</li> </ul>

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		<p>Graduation Plan Meetings w/ Students &amp; Families held in person or by phone conference.</p> <p>Schedule tailored to individual student:</p> <ul style="list-style-type: none"> <li>● In person classes</li> <li>● Review classes</li> <li>● Online Credit Recovery</li> </ul> <p>Review: <u>Cohort 2019 &amp; Prior Edison Q1 5 week Data</u></p> <p>Active @ Edison (23 Students)</p> <p><b>GREEN:</b> 7  <b>YELLOW:</b> 3  <b>RED:</b> 13</p> <p>All City High School (ACH)(15 STUDENTS)</p> <p><b>GREEN:</b> 4  <b>YELLOW:</b> 5  <b>RED:</b> 6</p> <p>Referrals made:</p> <ul style="list-style-type: none"> <li>● Home School Assistant Form-Home Visits</li> <li>● Extended Day</li> <li>● 504 Plan</li> </ul>	<ul style="list-style-type: none"> <li>● PTECH: 13 Students</li> </ul>

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		<p>Alternative Programs Offered</p> <ul style="list-style-type: none"> <li>● All City High Referral and connection</li> <li>● Collaboration with staff @ OACES &amp; assisting students in initial enrollment. Referrals Made to Student &amp; Family Support Center</li> <li>● Tutoring</li> <li>● Social-emotional supports</li> <li>● Family and community supports</li> </ul> <p>Post Secondary College &amp; Career</p> <ul style="list-style-type: none"> <li>● Assessment &amp; Connection to opportunities based on interest.</li> </ul>	

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120: HS ELA All Students PI		<p>Track and monitor of department data by teacher and student. Disaggregate department-wide data via the ELA/ENL tracking and monitoring database will include but not be limited to the following:</p> <ul style="list-style-type: none"> <li><a href="#">Edison 2023-2024 CSI and Demonstrabl...</a></li> <li><a href="#">8th Grade Spring Testing Data 2023</a></li> <li><a href="#">AIMSWEB - R-CBM and MAZE</a></li> <li><a href="#">2022-2023 Edison NYSESLAT (Student ...</a></li> </ul> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li>District-wide CFA</li> <li>Las Links</li> <li>NYSESLAT</li> <li>MP Grades Profile</li> </ul> <ul style="list-style-type: none"> <li>Regents Data Class Profile and Gap Analysis</li> <li>Continue ELA Team Leader and ELL Team Leader collaboration</li> <li>Utilize department calendar of events to proactively plan for CFA, LAS Links, &amp;</li> </ul>	<table border="1"> <thead> <tr> <th>Cohort 2021 Juniors Acct Enrollment:</th> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>240</td> <td>65</td> <td>20</td> <td>10</td> <td>19</td> <td>16</td> </tr> <tr> <td></td> <td>78%</td> <td>21.3%</td> <td>66.0%</td> <td>2.3%</td> <td>6.2%</td> <td>5.2%</td> </tr> <tr> <td>Cohort 2021 SWD:</td> <td>79</td> <td>8</td> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>84</td> <td>90.8%</td> <td>9.2%</td> <td>9.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cohort 2021 ELL:</td> <td>43</td> <td>5</td> <td>3</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>48</td> <td>89.6%</td> <td>10.4%</td> <td>6.2%</td> <td>4.2%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Cohort 2020 Seniors Acct Enrollment:</th> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> </tr> </thead> <tbody> <tr> <td>280</td> <td>77</td> <td>203</td> <td>60</td> <td>40</td> <td>60</td> <td>43</td> </tr> <tr> <td></td> <td>27.5%</td> <td>72.5%</td> <td>21.4%</td> <td>14.3%</td> <td>21.4%</td> <td>15.4%</td> </tr> <tr> <td>Cohort 2020 SWD:</td> <td>43</td> <td>50</td> <td>24</td> <td>14</td> <td>9</td> <td>3</td> </tr> <tr> <td></td> <td>46.2%</td> <td>53.8%</td> <td>25.8%</td> <td>15.1%</td> <td>9.7%</td> <td>3.2%</td> </tr> <tr> <td>Cohort 2020 ELL:</td> <td>24</td> <td>34</td> <td>18</td> <td>8</td> <td>6</td> <td>2</td> </tr> <tr> <td></td> <td>41.4%</td> <td>58.6%</td> <td>31.0%</td> <td>13.8%</td> <td>10.3%</td> <td>3.5%</td> </tr> </tbody> </table> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li><a href="#">Edison 2023-2024 CSI and Demonstrable Indicators.xlsx</a></li> <li><a href="#">2022-2023 Edison NYSESLAT (Student Responses)</a></li> </ul>	Cohort 2021 Juniors Acct Enrollment:	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5	305	240	65	20	10	19	16		78%	21.3%	66.0%	2.3%	6.2%	5.2%	Cohort 2021 SWD:	79	8	8				84	90.8%	9.2%	9.2%				Cohort 2021 ELL:	43	5	3	2			48	89.6%	10.4%	6.2%	4.2%			Cohort 2020 Seniors Acct Enrollment:	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5	280	77	203	60	40	60	43		27.5%	72.5%	21.4%	14.3%	21.4%	15.4%	Cohort 2020 SWD:	43	50	24	14	9	3		46.2%	53.8%	25.8%	15.1%	9.7%	3.2%	Cohort 2020 ELL:	24	34	18	8	6	2		41.4%	58.6%	31.0%	13.8%	10.3%	3.5%
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		<p>NYSESLAT administration, MP Grades, department extended learning opportunities.</p> <ul style="list-style-type: none"> <li>● Establish ELA III Regents Review Google Classroom Via Extended Day Program</li> <li>● Monitor Student-Led Discussion Deep Discussion (student collaborative conversations) level of implementation to determine supports needed via walk-throughs - focus on workstations</li> <li>● Identify, utilize, and align content and speaking/listening learning Targets and outcomes.</li> <li>● Discuss the development of a department-wide writing portfolio with baseline and writing pieces that demonstrate growth for both student and teacher conversation and reflection.</li> <li>● Utilize ELL data to inform instructional practices and support.</li> <li>● Implementation of Cornell Note-taking Method (study methods) vertically and horizontally across our team</li> </ul>	<p>The ELA department identified Cohort 2021 and Cohort 2020 scholars (Not Tested, Level 1 and Level 2 scholars) who should sit for the exam.</p> <ul style="list-style-type: none"> <li>● All Cohort 2021 and Cohort 2020 parents/scholars will proactively received a communication regarding the department's recommendation regarding sitting for the January, 2024 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.</li> </ul> <p>For the 2023-2024 school year, August - June, collaboratively work with the Cohort 2021 and 2020 team to target students not tested, Level 1 and Level 2 scholars to participate in each English Regents Examination administration.</p> <p><a href="#">x 2022-2023 English Demonstrable Indicators / Grades (Data Track...</a></p> <ul style="list-style-type: none"> <li>● Re-establish data profiles for every student by teacher rosters to support teacher instructional decisions and student conferences 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.</li> <li>● Develop professional development opportunities regarding scaffolding/differentiation/fluency instructional strategies that include but are not limited to reading workshop, writing workshop, workstation</li> </ul>

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		<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> </ul> <p>Utilizing academic language stems and content specific vocabulary in writing and discussions across all content areas</p> <ul style="list-style-type: none"> <li>● Clearly communicating formative and summative assessment that are standards based and involve students in the process</li> <li>● Clearly communicating success &amp; grading criteria, with increased cycles of feedback and revision</li> <li>● Building capacity to support literacy practices (reading, discussion, writing)</li> </ul>	<p>model implementation, proactive review of unit plans, and central location for team/course weekly lesson plan overview.</p> <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> <ul style="list-style-type: none"> <li>● Student-Led Conversations w/Teacher Feedback</li> <li>● Workstation Implementation w/Teacher Feedback (pullouts vs. differentiation)</li> <li>● Reading and Writing Stamina w/Teacher Feedback</li> <li>● Co-Teaching model implementation focus on Planning and Preparation and developing a central location for Unit/Weekly Overview Plans for vertical and horizontal alignment</li> <li>● 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</li> </ul>

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		<ul style="list-style-type: none"> <li>● Participation in collegial learning walks as a tool to facilitate professional learning and replicating high leverage practices</li> <li>● Priority area: evidence of writing in all classes, as evidenced by adapted walkthrough tool &amp; feedback cycles</li> </ul> <p><u>2021 SWD and 2021 ELL</u></p> <ul style="list-style-type: none"> <li>● For the SWD/ENL Level 1 scholars, the administrator, and team leader worked to determine by face and name, existing instructional opportunities and potential instructional opportunities to support each student by teacher via periods 1-9.</li> <li>● Provided teachers with access to the information</li> <li>● The team leader met with each teacher to develop a plan of instructional support.</li> <li>● Post review of data, the team leader met with SWD &amp; ELL ELA team, to develop a strategic plan that includes ELA teachers</li> <li>● Identified the students by face and by name to determine their current status that should include the following:</li> </ul>	

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		<p>4. By teacher/period to determine additional support opportunities</p> <p>5. Are the students currently engaged?</p> <p>6. Team Leaders &amp; teachers meet with students and families regarding Extended Day Support</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>• Fluency/Stamina: Created and reviewed Regents data profile for each teacher.</li> <li>• 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 &amp; feedback)</li> </ul>	
130: HS Math All Students PI		<ul style="list-style-type: none"> <li>• PSAT practice test and SAT practice test</li> <li>• Bi-weekly Math Department Meetings</li> <li>• Course Sequencing meeting</li> <li>• CFA's October 16 - November 9</li> </ul>	<p>Department of Assessment and Testing - RCSD</p> <p><a href="https://docs.google.com/document/d/1xIFBkmZ8dleJkzdUFURJwa0b1fKawrAHUuHDk04xqxQ/edit">https://docs.google.com/document/d/1xIFBkmZ8dleJkzdUFURJwa0b1fKawrAHUuHDk04xqxQ/edit</a></p>

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		<ul style="list-style-type: none"> <li>5 week grades - Any student with an F need comment</li> <li>Students in need of intervention:               <ul style="list-style-type: none"> <li>- Red: Do not attend</li> <li>- Yellow: Attending, but failing</li> <li>- Green: In good standing</li> </ul> </li> </ul>																						
140: College, Career and Civic Readiness Index - All Students		<ul style="list-style-type: none"> <li>Advanced Placement</li> <li>Increase AP course offerings and # of students who register for the AP Exam</li> <li>College &amp; Career Fair</li> <li>This event aims to bring together colleges, business partners, and community organizations to connect with students and attendees who are eager to explore various educational and career opportunities. By showcasing the diverse array of educational and career opportunities available, we hope to inspire and guide our students towards fulfilling and prosperous paths.</li> <li>21st Century Success Skills</li> <li>The 21st Century Success Skills Assessment is designed to evaluate and measure an individual's proficiency in a set of critical skills essential for success in the modern world. These skills encompass a range of abilities such as critical thinking, creativity,</li> </ul>	<p>I. Advanced PlaceREment ( AP) As of 10/16/23, AP course offering and # of students who have registered</p> <table border="1" data-bbox="1524 867 2558 1408"> <thead> <tr> <th>Course Name</th> <th>max registration</th> <th>Student registration</th> </tr> </thead> <tbody> <tr> <td>AP African American Studies</td> <td>20</td> <td>7</td> </tr> <tr> <td>AP Biology</td> <td>40</td> <td>2</td> </tr> <tr> <td>AP Environmental Science</td> <td>40</td> <td>5</td> </tr> <tr> <td>AP Statistics</td> <td>40</td> <td>10</td> </tr> <tr> <td>AP United States History</td> <td>30</td> <td>18</td> </tr> <tr> <td>AP English Language</td> <td>40</td> <td>19</td> </tr> </tbody> </table>	Course Name	max registration	Student registration	AP African American Studies	20	7	AP Biology	40	2	AP Environmental Science	40	5	AP Statistics	40	10	AP United States History	30	18	AP English Language	40	19
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		<p>problem-solving, adaptability, communication, collaboration, and digital literacy. The assessment aims to identify strengths and areas for improvement in these competencies, ultimately helping individuals, educators, and employers understand and develop the skills necessary to excel in the rapidly evolving landscape of the 21st century, be it in education, career, or daily life.</p> <ul style="list-style-type: none"> <li>Senior counselors identified students needing the 21st Century Success Skills test for 4+1 pathway.</li> <li>Met with students to review skills/competencies necessary to pass test</li> </ul>	<table border="1" data-bbox="1524 532 2561 690"> <tr> <td>AP World History: Modern</td> <td>40</td> <td>14</td> </tr> <tr> <td>AP Seminar</td> <td>20</td> <td>17</td> </tr> </table> <p>II. College &amp; Career Fair</p> <ul style="list-style-type: none"> <li>Over 60 community/business partners participated</li> <li>More than 25 students and families and members of the community attended</li> </ul> <p>College and Career Fair Event link:  <a href="https://sites.google.com/rcsd121.org/edison-collegecareer-fair/home">https://sites.google.com/rcsd121.org/edison-collegecareer-fair/home</a></p> <p>Event Photos: <a href="https://photos.app.goo.gl/xNYPcy8oLE4gLTFEA">https://photos.app.goo.gl/xNYPcy8oLE4gLTFEA</a></p> <p>III. 21st Century Success Skills</p> <ul style="list-style-type: none"> <li>19 students have obtained a passing score necessary to receive CDOS</li> </ul>	AP World History: Modern	40	14	AP Seminar	20	17
AP World History: Modern	40	14							
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170: HS Chronic Absenteeism - All Students		<ul style="list-style-type: none"> <li>Provide specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a data informed-rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with 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.</li> </ul>						

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		<p>Embed Student Voice &amp; Culturally Responsive Pedagogy into units and lessons to strengthen the commitment to learning</p> <ul style="list-style-type: none"> <li>• Engaging, relevant &amp; responsive classrooms to increase student buy in and engagement in learning</li> <li>• Weekly walkthroughs to provide feedback &amp; support</li> <li>• Regular student feedback to keep students abreast of learning/performance</li> <li>• Professional learning opportunities to build teachers' toolkits on equity, access &amp; quality instruction</li> <li>• Support from instructional coach to improve the quality of planning &amp; implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
190: HS ELP Success Ratio - All Students		During this reporting period, the team focused on producing and mailing the monthly ENL team to ELL families, planning the annual ELL Parent Orientation	The ENL team published and mailed <a href="#">Newsletter</a> in September and October to ELL families. The team has the November newsletter ready and it will be sent with the invitation and information materials for the November 15th ELL Parent Orientation.

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		<p>event on November 15, 2023 and District-mandated LASLinks listening and speaking test administration.</p> <p>The team is waiting on the 2023 9-12 NYSESLAT item maps and the 2022-23 SIRS-113 Summary and Detail reports so we can begin tracking grade level assessment performance and the required progress for individual ELL students. We will be looking closely at 11th grade ELLs and P-TECH ELLs who take the English regents examination in 9th and 10 grades as they have multiple opportunities to show adequate progress ie. making the required score on NYSESLAT, found on the SIRS-113 Detail report, or scoring at the Expanding level on NYSESLAT and passing the English regents examination with a 65 or higher. The SIRS-113 data, when available, will help to inform this target by setting the required proficiency level for each student.</p>	<p>The state mandated ELL Parent Orientation has been scheduled for November 15th from 5:00pm - 7:00pm on Google Meet. The event for the past two years has been on Zoom but as the District is moving away from the Zoom platform, Google Meet was chosen as the best application for the remote session as it is accessible on student Chromebooks and most mobile devices.</p> <p>The fall LASLinks administration window ran from Oct 2, 2023 through Oct 27, 2023. No building level performance information about this administration is available at this time. <a href="#">Participation</a> in the District-mandated test was low at 44% building-wide of the 338 assessments assigned. Twelve students were “no shows” accounting for 24 assessments. Eight students were no longer enrolled accounting for 16 assessments. Seven enrolled students did not attend school at all during the administration period accounting for 14 assessments. Ten enrolled ELLs had a lower than 50% attendance rate during the administration period accounting for 20 assessments. The team will be going over the students who had higher than 50% attendance during the testing period to brainstorm how to increase participation for the winter administration.</p>
230: HS Science All Students PI		<ul style="list-style-type: none"> <li>● The Science Department will conduct course level data analysis during each quarter and strategize how to address areas of concern. This analysis is specific to each course based on Regents exam performance from the June</li> </ul>	<p><a href="#">5 Week Data - Science</a></p> <p><a href="#">'23 June Regents Data</a> (more forthcoming from IM&amp;T, expected mid-October)</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>test the year prior, and on a matrix developed by the department to identify specific skills and map the student experience throughout the test.</p> <ul style="list-style-type: none"> <li>- The department will review 5-week data from Q1 and target “yellow” students for each teacher, each quarter.</li> <li>- A common reading strategy (BUCK) is used with discretion and modified course by course as needed to provide a tool for students to improve reading comprehension of questions.</li> </ul>	<p><u>LE Regents Matrix</u> - matrices such as this are used to identify specific skills required by students to be successful and to inform test-taking strategies taught to students</p> <p><u>BUCK strategy</u></p>
240: HS Social Studies All Students PI		<p>1) Establish and maintain an Instructional Focus 2023-2024: Evidence of high quality Writing, Reading, Vocabulary, and Student Discourse.</p> <ul style="list-style-type: none"> <li>• We want to observe grade-level, age appropriate instruction, adherence to district-approved curriculum, evident learning targets posted and reviewed with students, and active student discourse and engagement within the learning process.</li> </ul>	<p>1) <b>2 Dimensional Teaching - Content and Practices</b></p> <ul style="list-style-type: none"> <li>• <b>Social Studies - Core Instructional Actions</b></li> <li>• <b>Practicing the Practices (One-Hour PL Version)</b></li> <li>• 1st Round of Instructional Walkthroughs conducted with Ryan Keating Director of Social Studies on 9/15/23. Feedback given to teachers</li> </ul>

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		<ul style="list-style-type: none"> <li>• Conduct Walkthroughs with the Social Studies Department Chair as well as School Team Leader to monitor implementation of Instructional Focus and provide feedback for improvement. School Team Leader will provide individualized support based on identified needs.</li> </ul> <p>2) Continue with Datawise Improvement Cycle to increase performance on Social Studies Assessments.</p> <ul style="list-style-type: none"> <li>• Collect student writing samples and review as a department</li> <li>• The Social Studies Department will continue to Look At Student Work to see areas in need of student support.</li> <li>• Continue Participation in District Wide Common Formative Assessments. First Administration window begins 10/16/23</li> </ul>	<p>observed.</p> <p>2) Writing Samples: <a href="#">Sept 23 Writing Samples.pdf</a>  <a href="#">Observations from Student Writing Samples 9/23</a></p> <ul style="list-style-type: none"> <li>• <a href="#">23-24 Social Studies Common Assessments</a></li> <li>• <a href="#">SS Data Analysis Protocol (Here's What, So What, Now What?)</a></li> <li>• Progress Monitoring Q1: Identified current “yellow” students.  <a href="#">SS Copy F as of 9/29/23</a>  <a href="#">ET SS '23-'24 Tracking &amp; Monitoring</a></li> <li>• Tiered Academic Interventions: What will Tier II interventions look like for us after the 5 week Progress Report on 10/6.  <a href="#">Rtl Plan 2023.2024.docx</a></li> </ul>

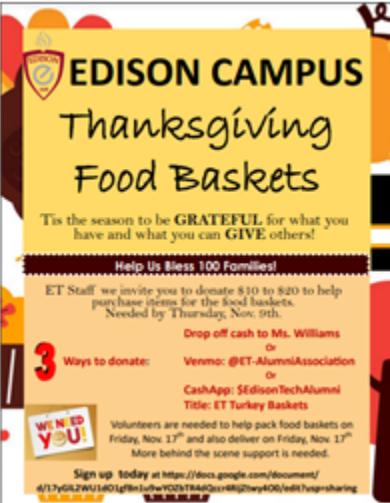
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		<ul style="list-style-type: none"> <li>○ The Social Studies Department will conduct grade/course level data analysis after each Common Formative Assessment and strategize how to address areas of concern using a protocol.</li> <li>○ The Social Studies Department will conduct Progress Monitoring of students' grades to identify students in need of extra support.</li> <li>○ The Social Studies Department will provide Tiered academic interventions within the classroom</li> </ul> <p>3) Expand AP course offerings to include AP African American Studies and Intro to Law as well as explore the possibility of offering Pre-AP World History 2024-2025.</p>	
250: 2018 Total Cohort 6-Year Grad Rate - All Students		<p>Communication sent home &amp; emailed to all students &amp; families:</p> <ul style="list-style-type: none"> <li>● Welcome Letter</li> <li>● All City flyer and contact info</li> </ul>	<p><a href="#">Edison Cohort 2019 &amp; Prior Data Tracker</a></p> <p>Cohort 2018 Total: 14 Active Students</p>

**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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>● Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
2: Plan for and implement Community School Model		<ul style="list-style-type: none"> <li>● More cohort “fun” activities that embrace school community for both students and staff</li> <li>● Monthly events &amp; activities to engage students at each grade level</li> <li>● Monthly staff outings that celebrate work related wins</li> <li>● Town Halls &amp; cohort community building activities</li> <li>● Embed Advisory time into schedule for all students</li> <li>● Freshman Academy</li> <li>● Sports, clubs and extra curricular activities</li> </ul>	<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"> <li>● Social Media data can be used to communicate regularly with students.</li> <li>● 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.</li> <li>● Student interest data can be used to craft incentives for our Behavior Team which is working on the PBIS matrix and incentives.</li> <li>● Edison needs assessment data that can be used in determining resources needed for families.</li> </ul> <p><i>Edison Career &amp; Technology Community Needs Assessment 2023/24 ~ 2026/27</i></p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>● Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Enriching classroom experiences that expose students to culturally relevant, real life experiences</li> <li>● Agency connections focused on academic and behavioral supports, mentoring &amp; connections</li> </ul> <p><b>Strategies/Action Steps:</b> 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 or during the school day.)</p> <p>More Specific Agenda items include...</p> <ul style="list-style-type: none"> <li>● Consistent exposure to the Vision and Mission of the Edison Campus</li> </ul>	<p><a href="https://docs.google.com/document/d/1AyrLFUUF_zBVZVJ6jMrRWdaeG8kWIBZlAcYqmjDPBlk/edit">https://docs.google.com/document/d/1AyrLFUUF_zBVZVJ6jMrRWdaeG8kWIBZlAcYqmjDPBlk/edit</a></p> <p><i>Community Engagement Team (CET) Oct 2023 Agenda</i>  <a href="https://docs.google.com/document/d/19N0o3dA3luy2zZ0SqPM-Jhiiwa2143rnlI6KMueR-Ow/edit">https://docs.google.com/document/d/19N0o3dA3luy2zZ0SqPM-Jhiiwa2143rnlI6KMueR-Ow/edit</a></p> <p><i>CET Partnership Highlight Presentation Oct 2023</i>  <a href="#">Brockport Partnership Presentation ETS Highlight</a></p> <p><i>Parent Invite and Information -: CET, Food Pantry, and Clothing Closet:</i>  <a href="#">Edison Tech Parent CET Invite, Food, Clothing Flyer.pdf</a></p> <p><i>Parentship Inventory:</i>  <a href="https://docs.google.com/spreadsheets/d/1gT3Boyrk4xkkd6VBd0NEheYYQvaPToMVLiw_17GBinU/edit#gid=1182908268">https://docs.google.com/spreadsheets/d/1gT3Boyrk4xkkd6VBd0NEheYYQvaPToMVLiw_17GBinU/edit#gid=1182908268</a></p> <p><i>Receivership Public Meeting:</i>  <a href="#">Edison Career &amp; Tech Receivership Meeting v3.pdf</a></p> <p><i>Partnership Participation @ Parent-Teacher Conference Event Oct 12th:</i>  <a href="https://docs.google.com/document/d/1yyKjQaxiYBSurvtMM6De0ozCCDHZj7n6A35boPNUCpk/edit">https://docs.google.com/document/d/1yyKjQaxiYBSurvtMM6De0ozCCDHZj7n6A35boPNUCpk/edit</a></p>

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		<ul style="list-style-type: none"> <li>● Community outreach which included donations for the clothes pantry (several articles of clothing, shoes and other accessories donated).</li> <li>● We have an ongoing partnership with Foodlink that provides food monthly to the Edison Food Pantry.</li> <li>● The Holiday Baskets Food Team has been at work this quarter for Thanksgiving and Christmas baskets. The Holiday Baskets Food Team which out to Edison Staff, Alumni and community members are in the process of planning for the upcoming “Food Baskets Give Away’ for the Thanksgiving Holiday. The Edison Families who are in the most need (food insecure) during the Holiday Season will receive Food Baskets.</li> <li>● There will be a strong focus this school year on the Edison Tech Needs Assessment Conduct</li> <li>● The Community School Coordinator established “The Parentship Highlight” where the ET parents will showcase the services they are providing to students and families during CET meetings.</li> </ul>	<p><i>Thanksgiving Food Baskets Drive:</i></p> 

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		<ul style="list-style-type: none"> <li>• Community Partners and Parents joined in on the “Edison Receivership Public Hearing Meeting” on September 28, 2023</li> <li>• Partnership Participation during the Parent-Teacher Conference on October 12, 2023</li> </ul>	
6: Family and Community Engagement (DTSDE Tenet 6)		<p>Strategies/Action Steps:</p> <ul style="list-style-type: none"> <li>• 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.)</li> </ul> <p>More Specific Agenda items include:</p>	<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> <p><i>Edison Career &amp; Technology Community Needs Assessment 2023/24 ~ 2026/27</i>  <a href="https://docs.google.com/document/d/1AyrLFUUF_zBVZVJ6jMrRWdaeG8kWIBZlAcYqmjDPBik/edit">https://docs.google.com/document/d/1AyrLFUUF_zBVZVJ6jMrRWdaeG8kWIBZlAcYqmjDPBik/edit</a></p> <p><i>Community Engagement Team (CET) Oct 2023 Agenda</i>  <a href="https://docs.google.com/document/d/19N0o3dA3luy2zZ0SqpM-Jhiiwa2143rnlI6KMueR-Ow/edit">https://docs.google.com/document/d/19N0o3dA3luy2zZ0SqpM-Jhiiwa2143rnlI6KMueR-Ow/edit</a></p> <p><i>CET Partnership Highlight Presentation Oct 2023</i>  <a href="#">Brockport Partnership Presentation ETS Highlight</a></p>

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		<ul style="list-style-type: none"> <li>• 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)</li> <li>• The school has designated staff that provide outreach to families in their preferred language. (6A)</li> <li>• 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)</li> <li>• Teachers share information about what is being taught with families at least once a month. (6B)</li> <li>• Graded student work is sent home at least once per week. When students are struggling, teachers contact families. (6B)</li> <li>• Local organizations and businesses meet with school staff to discuss the services they provide. (6B)</li> </ul>	

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		<ul style="list-style-type: none"> <li>● The office staff are friendly and courteous. (6C)</li> <li>● The school has a parent organization, and all families are invited to attend these meetings. (6C)</li> <li>● Some teachers attend parent organization meetings and other events for families. (6C)</li> <li>● School leaders meet with community leaders and visit community organizations to discuss the challenges that families in the community face. (6C)</li> <li>● Phase 2 Common Across School</li> <li>● The school offers regular workshops and information sessions on topics that families recommend. (6A)</li> <li>● 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)</li> <li>● The principal shares data with families about the school and describes how the school is working to make improvements at least once per quarter.</li> <li>● Families are able to regularly observe classroom instruction. (6C)</li> </ul>	

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		<ul style="list-style-type: none"> <li>● School staff reviews and revises school and classroom policies based on the challenges that families in the community face. (6C)</li> <li>● The school hosts multiple cultural events during the year that are jointly led by families and school staff. (6C)</li> <li>● The school leaders invite parent leaders and families to relevant professional development activities. (6C)</li> </ul>	

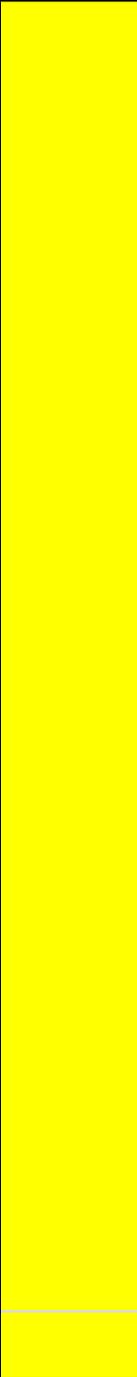
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125:HS ELA ED PI		<p>Track and monitor of department data by teacher and student. Disaggregate department-wide data via the ELA/ENL tracking and monitoring database will include but not be limited to the following:</p> <ul style="list-style-type: none"> <li><a href="#">Edison 2023-2024 CSI and Demonstrabl...</a></li> <li><a href="#">8th Grade Spring Testing Data 2023</a></li> <li><a href="#">AIMSWEB - R-CBM and MAZE</a></li> <li><a href="#">2022-2023 Edison NYSESLAT (Student ...</a></li> </ul> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li>District-wide CFA</li> <li>Las Links</li> <li>NYSESLAT</li> <li>MP Grades Profile</li> </ul> <ul style="list-style-type: none"> <li>Regents Data Class Profile and Gap Analysis</li> <li>Continue ELA Team Leader and ELL Team Leader collaboration</li> <li>Utilize department calendar of events to proactively plan for CFA, LAS Links, &amp; NYSESLAT administration, MP Grades, department extended learning opportunities.</li> </ul>	<table border="1"> <thead> <tr> <th colspan="8">Cohort 2021 Juniors Acct Enrollment:</th> </tr> <tr> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>305</td> <td>240</td> <td>65</td> <td>20</td> <td>10</td> <td>19</td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>78%</td> <td>21.3%</td> <td>66.0%</td> <td>2.3%</td> <td>6.2%</td> <td>5.2%</td> <td></td> </tr> <tr> <td colspan="8">Cohort 2021 SWD:</td> </tr> <tr> <td>84</td> <td>79</td> <td>8</td> <td>8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>90.8%</td> <td>9.2%</td> <td>9.2%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="8">Cohort 2021 ELL:</td> </tr> <tr> <td>48</td> <td>43</td> <td>5</td> <td>3</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>89.6%</td> <td>10.4%</td> <td>6.2%</td> <td>4.2%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Cohort 2020 Seniors Acct Enrollment:</th> </tr> <tr> <th>Not Tested</th> <th>Tested</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4 &amp;5</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>280</td> <td>77</td> <td>203</td> <td>60</td> <td>40</td> <td>60</td> <td>43</td> <td></td> </tr> <tr> <td></td> <td>27.5%</td> <td>72.5%</td> <td>21.4%</td> <td>14.3%</td> <td>21.4%</td> <td>15.4%</td> <td></td> </tr> <tr> <td colspan="8">Cohort 2020 SWD:</td> </tr> <tr> <td>43</td> <td>43</td> <td>50</td> <td>24</td> <td>14</td> <td>9</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>46.2%</td> <td>53.8%</td> <td>25.8%</td> <td>15.1%</td> <td>9.7%</td> <td>3.2%</td> <td></td> </tr> <tr> <td colspan="8">Cohort 2020 ELL:</td> </tr> <tr> <td>24</td> <td>24</td> <td>34</td> <td>18</td> <td>8</td> <td>6</td> <td>2</td> <td></td> </tr> <tr> <td></td> <td>41.4%</td> <td>58.6%</td> <td>31.0%</td> <td>13.8%</td> <td>10.3%</td> <td>3.5%</td> <td></td> </tr> </tbody> </table> <p><a href="#">2022-2023 English Demonstrable Indicators / Grades (Data Tracking).xlsx</a></p> <ul style="list-style-type: none"> <li><a href="#">Edison 2023-2024 CSI and Demonstrable Indicators.xlsx</a></li> </ul> <p>The ELA department identified Cohort 2021 and Cohort 2020 scholars (Not Tested, Level 1 and Level 2 scholars) who should sit for the exam.</p>	Cohort 2021 Juniors Acct Enrollment:								Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5			305	240	65	20	10	19	16			78%	21.3%	66.0%	2.3%	6.2%	5.2%		Cohort 2021 SWD:								84	79	8	8						90.8%	9.2%	9.2%					Cohort 2021 ELL:								48	43	5	3	2					89.6%	10.4%	6.2%	4.2%				Cohort 2020 Seniors Acct Enrollment:								Not Tested	Tested	Level 1	Level 2	Level 3	Level 4 &5			280	77	203	60	40	60	43			27.5%	72.5%	21.4%	14.3%	21.4%	15.4%		Cohort 2020 SWD:								43	43	50	24	14	9	3			46.2%	53.8%	25.8%	15.1%	9.7%	3.2%		Cohort 2020 ELL:								24	24	34	18	8	6	2			41.4%	58.6%	31.0%	13.8%	10.3%	3.5%	
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		<ul style="list-style-type: none"> <li>● Establish ELA III Regents Review Google Classroom Via Extended Day Program</li> <li>● Monitor Student-Led Discussion Deep Discussion (student collaborative conversations) level of implementation to determine supports needed via walk-throughs - focus on workstations</li> <li>● Identify, utilize, and align content and speaking/listening learning Targets and outcomes.</li> <li>● Discuss the development of a department-wide writing portfolio with baseline and writing pieces that demonstrate growth for both student and teacher conversation and reflection.</li> <li>● Utilize ELL data to inform instructional practices and support.</li> <li>● Implementation of Cornell Note-taking Method (study methods) vertically and horizontally across our team</li> <li>● Project Engage: The teachers with the team leader, identified students who have not tested and worked to re-engage students in the</li> </ul>	<ul style="list-style-type: none"> <li>● All Cohort 2021 and Cohort 2020 parents/scholars will proactively received a communication regarding the department's recommendation regarding sitting for the January, 2024 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.</li> </ul> <p>For the 2023-2024 school year, August - June, collaboratively work with the Cohort 2021 and 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"> <li>● 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.</li> <li>● 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.</li> </ul> <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</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>● Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>classroom in preparation for the June 2023 ELA Regents Exam</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><u>2020 SWD and 2020 ELL</u></p> <ul style="list-style-type: none"> <li>● For the SWD/ENL Level 1 scholars, the administrator, and team leader worked to determine by face and name, existing instructional opportunities and potential instructional opportunities to support each student by teacher via periods 1-9.</li> <li>● Provided teachers with access to the information</li> <li>● The team leader met with each teacher to develop a plan of instructional support.</li> <li>● Post review of data, the team leader met with SWD &amp; ELL ELA team, to develop a strategic plan that includes ELA teachers</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>● Student-Led Conversations w/Teacher Feedback</li> <li>● Workstation Implementation w/Teacher Feedback (pullouts vs. differentiation)</li> <li>● Reading and Writing Stamina w/Teacher Feedback</li> <li>● Co-Teaching model implementation focus on Planning and Preparation and developing a central location for Unit/Weekly Overview Plans for vertical and horizontal alignment</li> <li>● 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</li> </ul>

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		<ul style="list-style-type: none"> <li>● Identified the students by face and by name to determine their current status that should include the following:</li> <li>● By teacher/period to determine additional support opportunities</li> <li>● Are the students currently engaged?</li> <li>● Team Leaders &amp; teachers meet with students and families regarding Extended Day Support</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>● Fluency/Stamina: Created and reviewed Regents data profile for each teacher.</li> <li>● 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 &amp; feedback)</li> </ul>	

251: 2018 Total Cohort 6-Year Grad Rate - SWD Students



Communication sent home & emailed to all students & families:

- Welcome Letter
- All City flyer and contact info
- Alternative Program Guide
- Student Transcript
- Student Schedule
- Student Grad Plan

Graduation Plan Meetings w/ Students & Families held in person or by phone conference.

Schedule tailored to individual student:

- In person classes
- Review classes
- Online Credit Recovery

Review: Cohort 2019 & Prior Edison Q1 5 week Data:

**GREEN:** 0

**YELLOW:** 2 SWD @ ACH

**RED:** 1 SWD @ Edison

Referrals made:

- Home School Assistant Form-Home Visits
- Extended Day
- 504 Plan

Alternative Programs Offered

- All City High Referral and connection
- Collaboration with staff @ OACES & assisting students in initial enrollment.

Referrals Made to Student & Family Support Center

- Tutoring
- Social-emotional supports
- Family and community supports

Post Secondary College & Career

[Edison Cohort 2019 & Prior Data Tracker](#)

Cohort 2018 SWD: 3 STUDENTS

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>● Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Assessment &amp; Connection to opportunities based on interest.</li> </ul>	
253:2018 Total Cohort 6-Year Grad Rate - Hispanic Students		N/A	N/A Cohort 2018 HISPANIC STUDENTS: 0 Active STUDENTS

**Part IV – Community Engagement Team (CET)**

*The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district. Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.\*Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

**Report Out of 2023-2024 CET Plan Implementation**

- List the constituent categories of stakeholders that have participated as CET members during this reporting period.
- Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.
- Provide data and related evidence used to measure the impact and efficacy of the CET.
- Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.

- Outline the process by which new members of the CET will be identified and selected\*.
- Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.
- An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported.
- Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.

**Community Engagement Team (CET) Members**

Marquan Grimes - 11th Grade (Student)

Teresa Edwards - 11th Grade (Parent)

Santos Jasmine Montanez - NASSA (Parent)

Mrs. LaCasse Felton – Acting (Principal)

Dr. Bridgitte Griffin - Community School Site Coordinator

Mr. Chris Golamb - Athletic Director

Dr. Charmaine Cohen-Johnson: Parent Engagement Coordinator, Alumnus

Mrs. Diane Watkins - Social Studies Teacher, Alumnus

Mrs. Lieselle Taylor - Director of Community Schools

Mr. Rich Paufler - Coordinator of Human Services Systems

Ms. Elizabeth Frizzell - MCC Liberty Partnership Program

Ms. Jamie - MCC Liberty Partnership Program

Mr. Chuck Allen - Monroe County FACT Program

Ms. Carmen Torres - Children’s Agenda

Mr. Emory Beale - Hillside Health

Mr. Dynell Heath, Jr. - Hillside Health

Mr. Alex Williams - Brockport Educational Talent Search

Mr. Marcus Brooks - Center for Youth

Mr. Jasmine Green – Center for Youth

Ms. Briana Seda-Stringer - Center for Youth

Ms. Chelsea Pulluaim - Center for Youth

Ms. Stacey Saracene - The Article Group

Ms. Denise Stokes (Alumni)

Mr. Vincent French (Alumni)

The CET members from the 2022-23 school year have continued 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/1Zk09IAsj8lvNnmU0682rkr81wAWs78wnCv\\_ZdtU50Tk/edit](https://docs.google.com/document/d/1Zk09IAsj8lvNnmU0682rkr81wAWs78wnCv_ZdtU50Tk/edit)

*Part V – Powers of the Receiver*

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

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.

The school leader can exercise the following powers of the Receiver:

1. Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority; This goal allows the Receivership school to fill vacancies with the person that will best fit the overall school community.
2. Discretion and ability at any time and for any reason to involuntarily transfer teachers out of a persistently struggling school regardless of seniority or status as building union delegate. Using this power of Receiver, the staff that is dedicated, as well as the best fit for the school community can be selected to assist the school in overall improvement.
3. Discretion and ability to require teachers to attend professional learning
4. Discretion and ability at any time and for any reason to make changes to the addendum of the Election to Work Agreement (EWA) to assist the school in overall improvement.

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

Ninth Grade Academy 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.

Ninth Grade Academy This strategy will continue to focus on the following components:

- Weekly focus on attendance and grade monitoring to ensure that each student receives 5 or more credits at the end of the year.

#65 – 2022 Total Cohort (9 th Graders) with 5 or more credits

Target: 60%

Part VI – Assurance and Attestation

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

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: Carminia Peluso  
Date: 10/30/23

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

Name of CET Representative (Print): Dr. Charmaine Cohen  
Signature of CET Representative: Dr. Charmaine Cohen  
Title of CET Representative: Parent Engagement Coordinator  
Date: 10/25/2023

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