New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan
Report Period: *April 29, 2023, to June 30, 2023 (Due July 21, 2023)*

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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

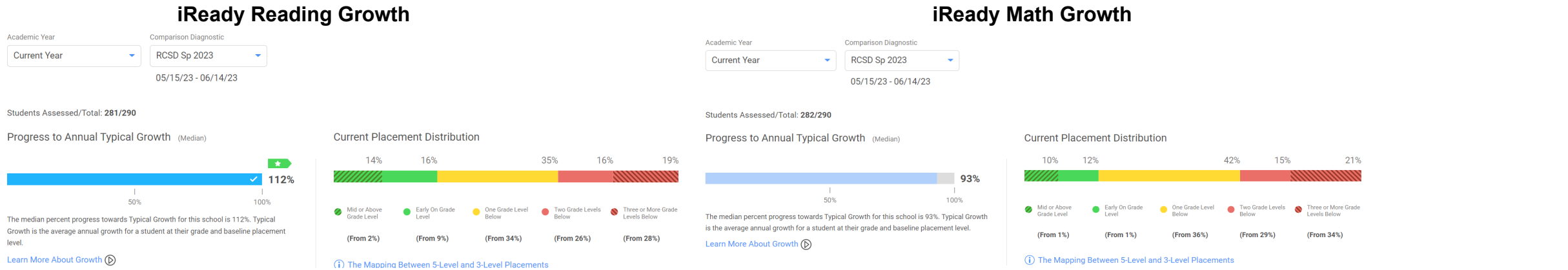| School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Dr. Walter Cooper Academy School 10	261600010000	Rochester City School District	n/a	II	www.rcsdk12.org/10

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Dr. Eva Thomas	08/2021	Rhonda Morien, Chief of Schools	prek-6	N/A

Executive Summary

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

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

Dr. Walter Cooper Academy School # 10 has ended the year with major growth academically. iReady Reading showed a growth of 112% and iReady Math showed a growth of 93%.

iReady Reading Growth

Academic Year	Comparison Diagnostic
Current Year	RCSD Sp 2023

05/15/23 - 06/14/23

Students Assessed/Total: **281/290**

Progress to Annual Typical Growth (Median)

112%

The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

14%	16%	35%	16%	19%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 2%)	(From 9%)	(From 34%)	(From 26%)	(From 28%)

The Mapping Between 5-Level and 3-Level Placements

iReady Math Growth

Academic Year	Comparison Diagnostic
Current Year	RCSD Sp 2023

05/15/23 - 06/14/23

Students Assessed/Total: **282/290**

Progress to Annual Typical Growth (Median)

93%

The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

10%	12%	42%	15%	21%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 1%)	(From 1%)	(From 36%)	(From 29%)	(From 34%)

The Mapping Between 5-Level and 3-Level Placements

Literacy Commitment: Our scholars engaged in an outstanding Spring Expedition. Scholars were excited to share their oral presentations about their research and our families were so engaged, they started crying. Our Cooper scholars did an amazing job researching the following topics: **K**: Weather Wonders, **1st Grade**: Spinning Earth, Secret World of Pollination, **3rd Grade:** Reintroduction of The Gray Wolf, **4th Grade :** Land Around us, **5th Grade:** Ecology/ Community Gardens, and **6th Grade:** Heroes of Change. There were approximately 70 families that participated in our event. Coaches are receiving mentorship from central office coaches and assistant principals are being mentored once a month. Our 3rd Grade scholars participated in an amazing Pen Pal Project that caught the eye of our TV media.

Math Commitment: Our scholars and classroom teachers continue to use First in Math as a competitive resource for our scholars to build numeracy and mathematical foundational skills. Classroom teachers continue to create small math groups for discourse. However, they still need support with moving to the next level of discourse, Our Cooper Scholars participated in the 24 Challenge Math Game. I am happy to say that we took 2nd, 3rd, and 4th in the competition. Next year, our goal is first place.

Receivership, 2022-2023 Final Report and 2023 – 2024 Continuation Plan
(As required under Section 211(f) of NYS Ed. Law)/June2023

Academic Culture: All staff and Cooper Scholars are committed to our Cooper Traits which informs the common language we have in our school community.
On Jun 20, 2023 , our Cooper Scholars participated in our annual Rites of Achievement Ceremony. It was standing room only. It was a wonderful event. Students were honored and chosen for awards related to our Six Cooper Traits: Leadership, Perseverance, Compassion, Integrity, Responsibility, and Courage. Additionally, our school community participated in our annual school climate curvy and an equity survey.

Date Wise: Classroom teachers, Cooper Scholars, and parents in our school community continue to participate in meaningful discussions about our school community through our Instructional Leadership Team, School Base Planning Team, Leadership Team, and Administrative Team. We have begun to draft our meeting times for next year with our SY 23-24 PD Cheat Sheet. We will be more intentional about meeting with classroom teachers once a month at the end of the month to discuss teaching practices and classroom data.

Our focus this year was based on our instructional priorities and our School Improvement Commitments as our lead strategies. These were used to support our demonstrable indicators. This year we reflected on our lead strategies and instructional priorities based on all of the data we collected for SY 22-23. We have determined for SY 23-24 as a school community that our focus needs to be on writing, vocabulary, and a continuation of strengthening student discourse for ELA and Math. This will ensure that our Cooper Scholars and classroom teachers go deeper through the integration of ELA/ Social Studies and ELA/ Science along with grappling math concepts. Some of the tools that will be used to support our instruction for SY 23-24 are: Writing Progressions Rubric, Reading Progressions Rubric, a continuation of Wildly Important Goals (WIGS) for Cooper Scholars and staff, student-led conferences and walk to intervention for Response to intervention classroom time.

In addition, as a school team, we continue to meet monthly with a school improvement specialist coach and meet throughout the month as a school improvement team. Our current school improvement template has encouraged us to go deeper into desegregating our school data. Thus, we have determined that our classroom teachers need to be more accountable for ensuring that our priorities, lead strategies, and research-based practices are turnkeyed with fidelity and intentional lesson planning. The tools that are hyperlinked above in addition to our School Improvement Plan for SY 23-24 will guide us in meeting our demonstrable indicators with a focused intent. This renewed focus will be coupled with continued timely walkthrough feedback from administrators, the school improvement team through peer walkthroughs and coaching support from our Network 3 Chief, along with support and guidance from content directors on a monthly basis. Central office coaches will play a vital role in mentoring our ELA and Math Coaches to support struggling classroom teachers.

Overview of School Demographic and Four-Year Trend Data

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

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

Data Source: ROC 3D__

Date of Capture: 4/17/23

SWD __15____%

Total Current Enrollment/Registrant Counts: N=   __325____

ELL ____4__%

SWD/ELL percentage total ___19__%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	92.5%	91.2%	86.2%	86,4%
Chronic Absenteeism Rate	21.8%	N/A SIRS 107	53%	47%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	75%/#4	20%/#3	79.8%/#61	14.2%/#3
Duplicated Suspensions	1.1%/#4	4.6%/#15	17%/#61	6.4%/#21
Unduplicated Suspensions	0.86%/#3	3.7%/#12	8.3%/#30	4.59%/#15
ELL Suspensions	0%/#0	N/A SIRS 111	0%/#0	N/A ROC 3D
SWD Suspensions	25%/#1	N/A SIRS 111	27.5%/#8	13.73%/#10

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension 3.

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time 21 .

Unduplicated Suspensions #:

Number of students suspended out of school one time 3.

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time 0.

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time 10.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process.* The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational support accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusive, diverse, culturally relevant, safe learning space.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan,* include processes for assessing the impact on student learning outcomes that will be implemented during the new school year.
- The implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request

● District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

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

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1.**ELA Commitment** If we address how teachers provide students with explicit strategies to comprehend rigorous text, then students' skills for using evidence to support their claims in writing and discussion will improve because they are applying the skills consistently across a wide range of content areas.	The strategy was chosen based on our current student ELA Data from The Fall, Winter, and Spring. In addition, to our walkthrough data and peer classroom observations. This strategy will be modified to address how students comprehend text and how they respond to it in written form.	**ELA Commitment** If we address how teachers implement repeated reading of texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.	Our team "WHY" is to <improve the quality of literacy teaching and learning at our school so that students can have greater opportunities in their lives> We will commit to the ACE Habits of Mind by doing the following:

	Classroom teachers and administrators will be looking at student work to increase teacher accountability and address how students develop discourse after reading text.		●Act, Assess, Adjust: Implementing our plan, assessing our progress, and adjusting our plan as needed. ●Intentional Collaboration: Meeting bi-weekly, and using effective collaboration structures to engage in productive and relationship building work. ●**Focus on Evidence:** Using multiple sources of evidence focused on teacher practice and student learning. Engaging in improvement work as a team in 2023-24, we are enacting three key NYSED evidence-based strategies: Instructional Coaching, PLCs, and Principal Leadership development. This will help us directly address Tenet 1A, Systems for Ongoing Evaluation.
2.**Math Commitment** If we address how teachers provide opportunities and explicit strategies to grapple (productively struggle) with rigorous word problems, then students' will be able to independently solve multi-step word problems and explain their thinking in writing because they will have practiced	The strategy was chosen based on our current student Math Data from The Fall, Winter, and Spring. In addition, to our walkthrough data and peer classroom observations.	**Math Commitment** If we address how teachers utilize mathematical discourse and the 3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical	Our team "WHY" is to improve the quality of mathematics teaching and learning at our school so that students can have greater opportunities in their lives.

how to carefully reflect on and change how they approach problem solving tasks across content areas.	This strategy will be modified to address how students grapple, use intentional student discourse to respond in written form to math concepts and other ranges of content areas. Classroom teachers and administrators will be looking at student work to increase teacher accountability.	problems and explain their thinking verbally and /or in writing across a wide range of content areas.	We will commit to the ACE Habits of Mind by doing the following: ●**Focusing on Evidence**: Using multiple sources of evidence focused on teacher practice and student learning. ●**Collaborating Intentionally:** Meeting twice a month, and using effective collaboration structures to engage in productive learning, relationship building, and teacher empowerment. ●**Acting, Assessing & Adjusting**: Implementing our plan, assessing our progress, and adjusting our plan as needed. Engaging in improvement work as a team in 2023-24, we are enacting three key NYSED evidence-based strategies: Instructional Coaching, PLCs, and Principal Leadership development. This will help us directly address Tenet 1A, Systems for Ongoing Evaluation.

3.Academic Culture Commitment As we create a culture of trust and high expectations for students and staff, students will build trust and agency with all school staff because there will be accountability across our entire school for positive behavior, appropriate consequences, and well-deserved celebrations.	This strategy was chosen based on discipline referral data, student celebratory events, student leadership opportunities and the EL Model of the school for students. In addition to The Roc Restorative Initiative for our Peer Mediators Program. This strategy will be modified to address the need for students to have more leadership opportunities to support the EL model of the school.	3. **Academic Culture Commitment** By increasing opportunities for student leadership,we will allow for student-centered discussion and SEL learning that will improve how students have agency, self-regulation and decision-making skills based on the Cooper Character Traits and EL Design Principles.	Our team "WHY" is to improve the quality of academic culture teaching and learning at our school so that students can have greater opportunities in their lives We will commit to the ACE Habits of Mind by doing the following: ●**Act, Assess, Adjust:** Review behavior data monthly and create positive teaching goals. ●**Intentional Collaboration:** include diverse stakeholders on culture team (teachers and staff) ●**Focus on Evidence:** use both referrals and student surveys about climate Engaging in improvement work as a team in 2023-24, we are enacting three key NYSED evidence-based strategies: Instructional Coaching, PLCs, and Principal Leadership development. This will help us directly address Tenet 1A, Systems for Ongoing Evaluation.

4.Data Wise Commitment If we continue to implement continuous improvement cycles in teacher collaboration teams, then teachers will refine their collaboration processes and hone their ACE Habits of Mind practices,	This strategy will remain the same. We are supported by this strategy with our School Improvement Plan for SY 23-24. Additionally, we are a data rich school. We review data daily, weekly, and monthly at		

leading to having the pedagogical capacity to use and teach improvement practices in their class.	all of our accountability meetings as a school community.	

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

| #5 **School Safety**

22-23 Progress Target: **0.1**

([VADIR](#)) | Strategies and Action Steps implemented:
Professional Learning
● Classroom teachers have been attending Expeditionary Learning Training outside of New York State and turn- key what they have learned.
● Crew Trained staff turned key what they were learning during the 4-day training session about what "CREW" really means.
● **First 6 weeks/ Rituals and Routines**
Restorative Practice
● January 19, 2023, Roc Restorative Champions Training for 3rd-6th Grade Students
● 3rd-6th Grade Circle of Champions Peer Mediators will support Crew and Closing

● Additionally, our scholars were chosen to be the only student facilitators for The Peace Conference hosted by Monroe County on April 17, 2023.
● Roc Restorative Team Meeting

These strategies below were a key focus of our professional learning plan for the second half of the year as developed in our SIP Plan:
● **Cycle 2 Learner-Centered Problem:**
○While our students know the Cooper Consistencies, they do not always demonstrate them independently.
● **Cycle 2 Adult Problem of Practice:**
○Based on attendance, discipline data, and observations through walkthroughs and school community behavior, | Academic Culture Data Analysis:

● Our scholars with high SEL and academic need do not feel agency or empowerment of learning.

● 197 Student Referrals consisted of 47 students, 21 were duplicate students, 8 of whom had a disability-58 for documentation purposes only, 138 requested intervention

● Students want opportunities to be independent learners who apply their learning to useful, real-world situations. Students want to feel that their voice is being heard inside and outside of the classroom.

● 100% Staff want to feel supported in their needs with student behaviors and overall needs. Staff would like to feel that their voice is heard when discussing student needs. 100% of Students want to feel heard. |

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Data Overview and Trends: 	**Learner-Centered Problem** ● While our students are able to recite the Cooper Code and Cooper Character Traits, an area of growth is to apply these concepts to their independent skills and self-regulating throughout the school day. **Problem of Practice** ● While we teachers or (adults) provide clear expectations and respond to negative behavior with consequences, an area of growth is to implement responsive classroom strategies consistently aligned with the DWCA discipline continuum.

Date of Incident/Event

186 responses, 16 not shown

Mar 23	8
Sep 2022	8 13 15 16 19 20 22 23 26 27 2 28 30
Oct 2022	4 5 2 7 3 11 13 14 18 20 24 25 26 27 28 3
Nov 2022	3 7 9 14 17 29
Dec 2022	5 2 6 12 2 13 14 16 19 20 2 21
Jan 2023	2 3 9 3 12 2 17 2 18 20 23 24 25 26 30 2
Feb 2023	1 3 2 6 8 9 13 2 15 2 28 3
Mar 2023	1 6 2 7 2 8 2 13 2 14 20 2 21 3 22 3 24 27 28 2 29
Apr 2023	10 11 2 12 2 13 6 14 17 18 3 19 3 20 2 24 5 26 3 28 2
May 2023	3 3 4 2 5 2 8 2 10 2 11 2 12 4 19 3 23 3 24 3 25 2

Student Referrals: 197

- Documentation 58
- Intervention Needed 138

Unduplicated vs. Duplicated: 47 students received a referral while 21 of them had multiple referrals, 8/21 were a student with a disability.

Literacy Data Analysis

- Persistent Inequality
  - Students perform poorly when expected to cite evidence for their claims or identity counter-arguments in writing about text that has been read.
- 32% of students are able to Cite strong evidence to support their analysis of informational text.
- 38% of students are able to cite strong evidence to support the analysis of what a literature text says.
- 68% of students are at least one grade level below on comprehension of informational text.
- 62% of students are at least one grade level below on comprehension of literature text.
- Our scholars need a lot of support with writing. Scholars need to go back to the text to close read to comprehend what they are reading. 30% of students state they enjoy writing. 15% of students identify writing as their preferred school subject.
- Challenges: When given an informational text to read students are unable to restate the question and refer back to the text to share information gathered and answer questions.

Campus Discipline Summary

School Year 2022-2023

10 - Dr. Walter Cooper Academy

Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100
01 - Total	325	30	9.23	21	6.46
02 - Total Female	160	7	4.38	5	3.13
03 - Total Male	165	23	13.94	16	9.70
04 - Total Black	242	24	9.92	18	7.44
05 - Total White	12	0		0	
06 - Total Hispanic	55	6	10.91	3	5.45
08 - Total Asian	2	0		0	
10 - Total Multiracial	14	0		0	
11 - Total General Education	274	18	6.57	12	4.38
12 - Total Students with Disabilities	51	12	23.53	9	17.65

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NOTE: "Unduplicated Suspensions" represents the number of individual students who received one or more suspensions.

"Total Instances of Suspensions" represents the total number of suspensions issued, including multiple suspensions of the same students.

- Design Principles and Cooper Traits School Common Language

- DWCA Discipline Continuum Plan

- First Six Week Walk

School Wide Academic Culture Approach
Expeditionary Learning: Responsive Classroom:
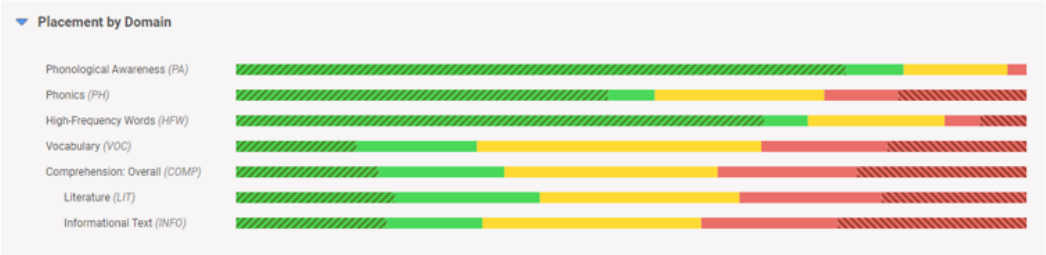
- Professional Learning Communities
- Leadership Teams
- Intervention/Enrichment and MOnitoring Systems
- Implementation of the DWCA DIscipline Continuum above
- Use of Cooper Consistencies, Crew, Closing Circle, and Cooper Circle
- First 6 Weeks
- Student Discourse :
  Discourse is the communication that occurs in a classroom. Effective discourse happens when students articulate their own ideas and consider their peers' perspectives as a way to construct understandings.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Incidents / Suspensions by Campus 	School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
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2022-2023	23	29	1	23	7	0	30	84
2021-2022	50	61	0	22	39	0	61	146
2019-2020	11	15	0	12	3	0	15	32
2018-2019	4	4	0	1	3	0	4	10		● 30 minutes of mandated Crew time each morning ● Responsive Classroom ● Morning Meeting ● First Six Week Walk

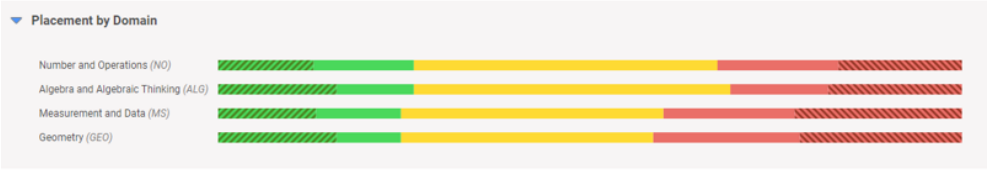| Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Suspensions: In-School: 23 Out-of-School: 2 (including 1 long term)	

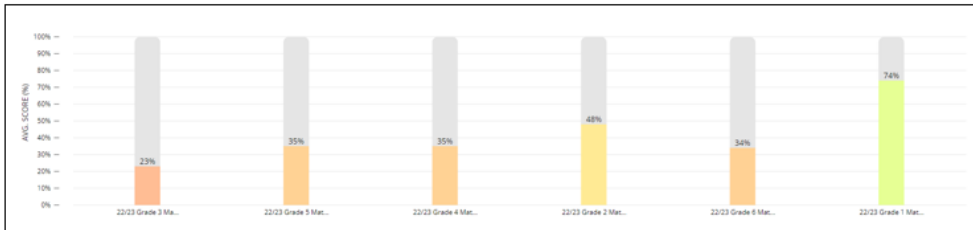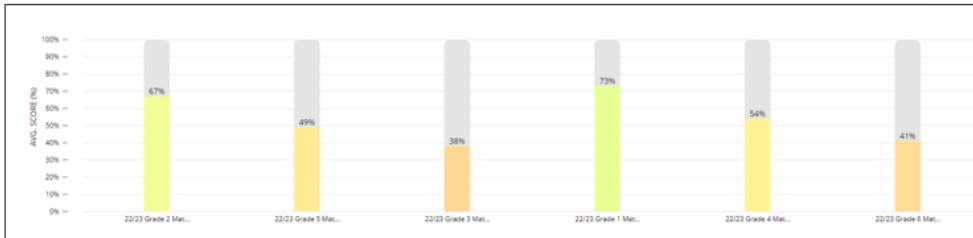| Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
	● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#33 **3-8 ELA All Students MGP** **22-23 Progress Target: 47.1**	iReady Reading 2022-2023 Performance Index Progress Target- 64.2 With 174 Active students, need 113 to score a 2 to meet this DI Using the iReady Data we can predict a PI of 73 for the ELA DI **Overall Placement** Students Assessed/Total: 279/291 14% 16% 35% 15% 19% ● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ◐ Three or More Grade Levels Below 39 Students 44 Students 99 Students 43 Students 54 Students 		Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Student's Tested
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Fall 2022	2%	6 students	8%	23 students	34%	95 students	27%	74 students	29%	79 students	277
Winter 2023	8%	23 students	16%	44 students	38%	107 students	18%	50 students	21%	59 students	283
Spring 2023	14%	39 students	16%	44 students	35%	99 students	15%	43 students	19%	54 students	279		

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Based on this current data, we know that we need more teacher accountability to ensure that ELA Discourse and intentional writing is happening during ELA instruction in the classroom. This data has informed our new strategy for SY 23-24. **ELA Commitment for SY 23-24** If we address how teachers implement repeated reading of texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	iReading Reading Domain Report 	**Assets to Build Upon** **Context:** ● We have tons of literacy data. ● We have an ELA Coach, Data Coach, and three Intervention Teachers. ● Interventions: Magnetic Reading/Phonics for Reading ● EL School Walkthroughs ● Peer Walkthroughs ● Inquiry and Amplify Science Curriculum **Teachers:** ● All staff attend mandated PD Sessions 4 times a month, grade level meetings 2 times a week and voluntary EL PD 2 times a month. ● Expedition PD, implementation of PD, and EL Coach.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Teachers are very competitive. ● Content Leaders ● WIGS for monitoring success **Students:** ● Enjoy reading, participating and are very competitive with progress monitoring program called iReady. ● Readily share their progress on iReady daily with teachers and administrators. ● RtI is implemented ● WIGS for monitoring success

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Learner-Centered Problem: ● While our students consistently complete iReady lessons with accuracy, they struggle with applying that skill to independent written comprehension. The next level of work would be to support their independent activities during intervention times to cite evidence in their claims in writing and class discussion. **Problem of Practice:** ● While we teachers have made progress in explicitly modeling how to cite and analyze evidence for writing We need to provide more structured opportunities for students to create writing pieces with clear citation of evidence to support their claims.	**Schoolwide Literacy Approach** **Expeditionary Learning** **List of components that make up the approach** ● Close Reading ● Standards Based Writing Instruction ● Feedback ● Classroom Discussions **Vision of Change** ● workshop model- Students will have a strong voice in their lessons, working together to create a community of writers. ● accountability/staff buy-in- Staff will allow students to become more independent in their writing, following the school wide/EL expectations for writing. Staff will modify continuously to support students in their writing needs and strengths.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#39 3-8 Math All Students MGP 22-23 Progress Target: **49.6** ([SIRS- 112](#))	Based on this current data, we know that we need more teacher accountability to ensure that Math Discourse and intentional mathematical writing is happening during math instruction in the classroom. This data has informed our new strategy for SY 23-24. **iReady Math Domain Data** **Analyze: State or Normed Report** 	● Discourse- Students will be able to discuss their ideas, supporting evidence and ideas for writing. Students will be able to support their peers in the writing process through editing, peer meetings/discussions. ● Close reading- Students and teachers will follow the three reads protocol to support in their understanding of informational and literature texts. ● Students doing the reading- Students will gain confidence in their reading skills and read aloud, or independently ● EL Credentialed- School 10 is currently working to become and EL credentialed school.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Math Commitment for SY 23-24 If we address how teachers utilize mathematical discourse and the 3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical problems and explain their thinking verbally and /or in writing across a wide range of content areas.	**Measuring Success** **Measure 1: Walkthroughs** Success Criteria: 100% of teachers will implement repeated reading texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension as evidenced by walkthroughs. **Measure 2: Walkthroughs and student work samples.** Success Criteria: 100% of teachers will provide opportunities for all students to create high-quality, written responses and formal writing pieces daily to improve students' writing ability as evidenced by walkthroughs and student work samples. **Measure 3: iReady** Success Criteria: an increase of students meeting their stretch growth from XX to XX by June 2024

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Math Common Formative Data

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Mathematics: Vision of Change Students will work collaboratively to discuss their thinking and adjust/support any misconceptions. Students will become independent in their discourse skills, and solving multi-step word problems. Teachers will increase their knowledge of pre and post standards to support the needs of all students using vertical alignment strategies. Teachers will provide immediate feedback from assessments to best support student needs.	**Mathematics Data Analysis** Persistent Inequity ● Students do not perform on extended response or multi-step problems places where they have to identify and apply mathematical knowledge ● 32% of sixth grade students can solve multi-step word problems ● Half of students in Kindergarten are below grade level, which leads to students developing a bigger gap throughout the following years. ● 28% of staff members identified having strong knowledge of pre and post standards. Teachers need to have strong knowledge of pre and post standards. (Vertical Alignment)

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? - Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. - Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? - Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. - Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#100 3-8 ELA All Students Core Subject PI 22-23 Progress target: **64.2** ([SIRS- 106](#))	Based on this current data, we know that we need more teacher accountability to ensure that ELA Discourse and intentional writing is happening during ELA instruction in the classroom. This data has informed our new strategy for SY 23-24. **ELA Commitment for SY 23-24** If we address how teachers implement repeated reading of texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.	**Assets to Build On** **Context:** - We have lots of Math data - We have a Math/ Science Coach - Coaching cycles - We have two intervention teachers **Teacher:** - All staff attend mandated PD sessions 4 times a month and grade level meetings 2 times a week **Student:** - Enjoy hands-on learning for math. Students readily share their iReady Math progress.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#110 3-8 Math All Students Core Subject PI 22-23 Progress Target: **56.7** (SIRS- 106)	Based on this current data, we know that we need more teacher accountability to ensure that Math Discourse and intentional mathematical writing is happening during math instruction in the classroom. This data has informed our new strategy for SY 23-24. **Math Commitment for SY 23-24** If we address how teachers utilize mathematical discourse and the 3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical problems and explain their thinking verbally and /or in writing across a wide range of content areas.	**Schoolwide Mathematics Approach** Workshop Model Utilizing Three Reads Protocol Components that make up approach ● CUBES ● Student Discourse ● Grapple Time ● Workshop Model ● Presenting Work and thinking

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		School Improvement Plan **Measuring Success** **Measure 1: Walkthroughs** Success Criteria: 100% of teachers will implement repeated reading texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension as evidenced by walkthroughs. **Measure 2: Walkthroughs and student work samples.** Success Criteria: 100% of teachers will provide opportunities for all students to create high-quality, written responses and formal writing pieces daily to improve students' writing ability as evidenced by walkthroughs and student work samples. **Measure 3: iReady** Success Criteria: an increase of students meeting their stretch growth from XX to XX by June 2024

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		School Improvement Plan **Mathematics Data Analysis** Persistent Inequity ● Students do not perform on extended response or multi-step problems places where they have to identify and apply mathematical knowledge ● 32% of sixth grade students can solve multi-step word problems ● Half of students in Kindergarten are below grade level, which leads to students developing a bigger gap throughout the following years. ● 28% of staff members identified having strong knowledge of pre and post standards. Teachers need to have strong knowledge of pre and post standards. (Vertical Alignment)

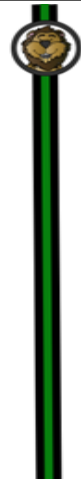| Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Measuring Success Measure 1: Walkthroughs ● Success Criteria: 100% of teachers will implement 3 needs protocol and support students in engaging in student discourse and grapple time during lessons. Measure 2: iReady, CFA, Classroom Assessments ● Success Criteria: 100% of teachers will provide immediate feedback to students based on their strengths and areas of need to support their continued understanding of mathematical concepts strengths and areas of need to support their continued understanding of mathematical concepts.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Measure 3: Peer and Teacher Observations ● Success Criteria: 100% of students will engage in mathematical discourse throughout lessons. Students will support each other's thinking and needs.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

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Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#110 3-8 Math All Students Core Subject PI	Based on this current data, we know that we need more teacher accountability to ensure that Math Discourse and intentional mathematical writing is happening during math instruction in the classroom. This data has informed our new strategy for SY 23-24. Math Commitment for SY 23-24 If we address how teachers utilize mathematical discourse and the	**Measuring Success** Measure 1: Walkthroughs ● Success Criteria: 100% of teachers will implement 3 needs protocol and support students in engaging in student discourse and grapple time during lessons. Measure 2: iReady, CFA, Classroom Assessments ● Success Criteria: 100% of teachers will provide immediate feedback to students based on their strengths and areas of need to support their continued understanding of mathematical concepts strengths

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
22-23 Progress Target: **56.7** ([SIRS- 106](SIRS-106))	3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical problems and explain their thinking verbally and /or in writing across a wide range of content areas.	and areas of need to support their continued understanding of mathematical concepts. Measure 3: Peer and Teacher Observations ● Success Criteria: 100% of students will engage in mathematical discourse throughout lessons. Students will support each other's thinking and needs. School Improvement Plan

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#150 Grades 4 and 8 Science All Students Core Subject PI 22-23 Progress Target: **174.2** (SIRS-106	 **2021-2022 Science Test Results** The Receivership Demonstrable Indicator for 2021-2022 was 170.2 and our Performance Index is about 113. ● RYSC Club- U of R ● Lego League ● Amplify Science New Program ● Spring Expedition is Science/ELA Based	5th Grade students will be assessed this year on the NYSED Science Assessment. This summer SY23-24, the school is advocating for another Science EL Summer program. *Rochester Youth Science Club:* 26 students attended the RYSC with the University of Rochester Medical Students on two Saturdays a month since October 2022 - June 2023 ● Investigation Guidelines for Elementary Science ● The State Education Department May 2022 Memo from Zach Warner " Required Investigations for the Elementary- and Intermediate-level Science Tests ● The State Education Department October 2022 Memo from Zach Warner " Investigations for Elementary- and Intermediate-level Science Tests Now Available.

2021-2022 Science Test Results table:

	total # tested	Level 1	Level 2	Level 3	Level 4
total	38	11	6	19	2

Receivership, 2022-2023 Final Report and 2023 – 2024 Continuation Plan
 (As required under Section 211(f) of NYS Ed. Law)/June2023

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Specific Data/ evidence to measure progress between Q2 & Q3: ● Lego League started after the Christmas Break on 1/12. Cooper Scholars meet twice a week after school for The Lego League on Mondays and Tuesdays. **Emerging trends & future action steps:** ● New Science Curriculum "Amplify" ● New Science Program started on Jan 30th. Classroom teachers are taking observation notes and pictures of what they are doing in the science program. ○ Classroom teachers in Grades K-6 were chosen as Science Lead Teachers to attend PD. The information from the PD was then turn keyed to their grade level partners to support	● The State Education Department Frequently Asked Questions Related to Investigations for the Elementary-and Intermediate-level Science Tests

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	the full implementation of the new science program " Amplified".	

#160
 	
EM Chronic Absenteeism - All Students
 	
22-23 Progress Target: 18
 	
(**SIRS-107**)
	Attendance Action Plan:
	Systems: Attendance Team and Weekly attendance meetings, analyze data/identify reasons for absences.
	Strategies and Action Steps in Place:
	
	Processes and Procedures:
	● Tiered Support System based on MTSS and individual student needs
	● Attendance incentives, such as Weekly Wacky Wednesday, and Monthly and Quarterly Celebrations.
	    ○ Students received stickers for their chromebooks quarterly.
	    ○ Classrooms that were celebrated at Cooper Circle received a "badge" above their door.
		● Transition of AP
		● Home visits
		● Incentives from the beginning such as lanyards with number of days punched. Once a card is completely punched, students can exchange for a prize.
		● Attendance Blitz for chronic Absenteeism in August of 2023 staff will pair up and visit homes of students who have chronic absenteeism each year.
		● Adding a Gaming Room based on the Participatory Budget vote from our student body on June 21st.
		● Counselor is being TIG Trained to support families who endure traumatic experiences.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

	● 1:1 Staff meetings to review students and dates absent
	● Attendance Blitz (last week of March) 42 houses were visited
	
	Communication:
	    home/phone, text, Dojo, letters at 5, 10, 15, and 20 days, home visits
	    class/Attendance Team, grade levels, and MTSS
	
	Current WIG: VIP Goal Setting for 30 students for the last month of school. Students who met their goal were recognized as VIPs at Field Day. About 22 students made their goal of reducing the number of days absent in the last month of school.
	
	Evidence Towards Target:
	Currently, the school predicts a chronic absenteeism rate of 46% for the 2022-2023 school year. Of 265 active students in grades 1-6, 142
		
		This initiative will provide an awesome opportunity to support our families with medical care, mental health support, and SEL support.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	students have attended more than 90% of the days. 86 of those students have attended 95% or more, and 17 students have attended 98% or more with 7 additional students having 100% attendance. 82 students or 31% of students missed about 11-20% of the school days, 13% missed between 21-30% of the school year, and 31 students missed between 31-40% of the school year with the remaining 19 students missing almost half or more of the entire school year. | **% Attended**	**# of students in grades 1-6**
---	---
100%	7
98-99.9%	10
95-97.9%	69
90-94.9%	56		

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.			Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	80-89.9%		82	
	70-79.9%		34	
	60-69.9%		12	
	50-59.9%		12	
	under 50%		<7* several could be dropped stil	
#180	**2022-2023 ELP Strategies** ● ELP Teacher attended grade level meetings ● ELP Teachers planned with classroom teachers.			

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
3-8 ELP Success Ratio - All Students 22-23 Progress Target: **0.8** ([SIRS- 113](#))	● ELP Teacher co- taught with classroom teachers. ● ELP Teachers were trained in phonic programs for K-6 (Magnetic Reading and Phonics for Reading). ● ELP Teachers assisted with EI Expeditions and Exhibition Planning.	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

iReady ELP

Reading

	Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested
Fall 2022	8%	1 student	15%	2 students	8%	1 student	31%	4 students	38%	5 students	13
Winter 2023	15%	2 students	8%	1 student	23%	3 students	23%	3 students	31%	4 students	13
Spring 2023	21%	3 students	14%	2 students	21%	3 students	21%	3 students	21%	3 students	14

Math

	Mid/Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below		Total Students Tested
Fall 2022	0%	0 students	0%	0 students	15%	2 students	46%	6 students	38%	5 students	13
Winter 2023	0%	0 students	8%	1 student	38%	5 students	31%	4 students	23%	3 students	13
Spring 2023	14%	2 students	7%	1 student	43%	6 students	7%	1 students	29%	4 students	14

Receivership, 2022-2023 Final Report and 2023 – 2024 Continuation Plan
 (As required under Section 211(f) of NYS Ed. Law)/June2023

Part III – Demonstrable Improvement Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023		2023-2024 School Year Continuation Plan for Meeting this Indicator
Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#2 Plan for and implement Community School Model	**Strategies & Action Steps toward progress:** **Pillar One: Integrated Student Supports** ● **Roc Restorative and Circle of Champions:** Recruited and determined this year's team. Students will attend their first training of the year on 01/19/23. There are 21 students included on the team. The second training will occur in February. On April 17, 2023	**specific Data/ evidence to measure progress between Q1 & Q2:** ☐ 75 families utilize the food pantry every month. ☐ 50 families are supported for breaks and holidays with food baskets. ☐ 90/135 students are registered for the after-school program and Boys and Girls Club. **Emerging trends & future action steps:**

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
22-23 Progress Target: (please see Community Schools Guidebook to ensure DI is met)	the students completed the program. The Circle of Champion students now are able to support classroom circles and/or smaller groups. ● **Attendance:** Continued to meet weekly with DWCA Attendance Team to monitor and adjust actions for students' attendance. Developed Home Visit Teams to make the next level of support for families that fall within the categories of missing 10 days or more so far this school year. The Attendance Team Agenda is not included as evidence as it includes identifying student information. Attendance Team Agenda (Blank Version) ● **Food Pantry:** Continued to support families with food and hygiene items. Determined location for freezer and refrigerator to be able to provide meat and fresh vegetables and fruit. Additionally, the process for the food pantry was reorganized to better support families in receiving food.	☐ The After-School Program Was a complete success. The program supported 90/135 students and their families and provided a safe place for students, academic support, and enrichment activities. Additionally, the hours of the program 3:30-6:30 helped to support the ability of families to be at the school to access resources. These families may have not had the opportunity when relying on transportation and typical school hours. ☐ The Use of the Food Pantry increased greatly. With the utilization of the new refrigerator and freezer to allow perishables to be included in the Foodlink order. We serviced over 75 families monthly Using the Food Pantry Assistance form, the afterschool program and our other communications tools we could advertise and distribute food in a more efficient manner. **Adjustments made to the continuation plan based on data:** ☐ Creation of Home Visit Teams to support Tier 2 and Tier 3 students and families with attendance.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

	● https://docs.google.com/forms/d/e/1FAIpQLScLQEg7HK1DrP_4uGz8qNac4CdBbnDoJdE_BSC4dHAB3vP7Hw/viewform?usp=sf_link
	
	● **Partners:**
	Monroe County: Directly supports the attendance team with a member of their team participating in our weekly meetings.
	   ○ *Foodlink:* Directly supports food pantry
	   ○ *Browncroft Community Church:* Directly supports food pantry
	
	Pillar Two: Expanded and Enriched Learning Time and Opportunities
	
	● **Intervention Teachers:** Intervention teachers and the CT/Resource teacher meet with the administration and the coaches to monitor data and decision-making.
	● **Volunteers:** We are in the final phases of setting up volunteers from the Rochester Engineering Society to support individual students.
		☐ Creation of a Food Pantry Support document to increase requests for support as well as utilizing the system for data collection and decision-making.
		
		Hyperlinks, data sets, relevant documents:
		☐ Community School Site Coordinator Weekly Updates Template
		☐ Attendance Team Agenda (Blank Version)
		☐ Food Pantry Assistance
		☐ Volunteers
		☐ Social Media links:
		    ☐ www.rcsdk12.org/10
		    ☐ https://www.facebook.com/RCSDDWCA

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

	We anticipate them being in place by the beginning of February. At the minimum, there will be 17 tutors (one assigned to each K-6 classroom).
	 ● **After-School Program:** Fully developed an after-school program opportunity, called PRIDE, for students aligned to the Boys and Girls Club program will begin at the end of January. Over 100 students are enrolled so far.
	
	 ● **Partners:**
	    ○ *Rochester Engineering Society:* See above regarding volunteers.
	     Rochester Youth Science Club: 26 students have been attending the RYSC with the University of Rochester Medical Students on two Saturdays a month since October.
	    ○ *Boys and Girls Club:* Programming begins January 30th!
	
	 Pillar Three: Active Family and Community Engagement	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● **Communication:** regularly updates all school social media on Facebook, Instagram, Twitter, and Classroom Dojo ● **Family Events:** ● Family Involvement, Engagement & Activities ● Back To School Meet & Greet 9/1 ● PTO Meeting/ Curriculum Night 9/22 ● Harvest Festival 10/28 ● PTO Meeting 11/17 ● Exhibition Day 12/22 ● Winter Wonderland Concert 12/22 ● PTO Meeting 1/26 ● PTO Meeting 2/16 ● NYSPEP Parent Meeting 2/28	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● Black History Program 3/10 ● Spring Exhibition Launch 4/10 ● NYSPEP Parent Meeting 4/11 ● NYSPEP Parent Meeting 4/18 ● Exhibition Day/ Spring Concert 6/15 ● Rites of Achievement 6/20 ● 6th Grade Moving Up 6/20 ● Field Day 6/21 ● Pre-K Moving Up Ceremony 6/21 ● **Community Engagement Team:** The Community Engagement Team meets once a month. ● **School Based Planning Team:** Meets once a month **Pillar Four: Collaborative Leadership Practices**	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● The following teams meet on a weekly basis to collaborate and make decisions: ● Administrative Team, Leadership Team, B Day Data Monitoring, and Grade Level Teams. Additionally, the following teams meet monthly to collaborate and make decisions as they relate to community schools: Community Engagement Team, School-Based Planning Team, and Building Committee. The school also has a team that participates in extensive Data Wise Improvement Process training several times a month. This process directly impacts the creation, implementation, and monitoring of the School Improvement Plan.	

#6 **Family and Community Engagement** ([DTSDE Tenet 6](#)) 22-23 Progress Target: **90% phase 1; 67% phase 2**	**Strategies and Action Steps:** Increasing Parent and Community Engagement through Outreach Tools and Data Tracking **Data and Evidence:** **January:** ● The Parent Liaison supported the attendance team and the school community ● [Tenet 6 Family and Community Folder](#) ● CET Monthly Meetings with community partners on, February 8th , March 8th ,and April 12th. ● NYSPEP [Parent Cafe Data](#) ● **February:** ● Planning and organizing event for parent "Stepping Out With Fathers" ● Preparation & Planning for Black History Celebration ● **March:** ● Recruitment and support for PK and 6th grade students. ● NYSPEP Cafe Meeting ● Next meeting will be March 14th at 9:00 am. The topic of discussion is: Help, I want to help my child. The goal is to help parents obtain skills they can use at home. Lorraine Williams, a grandparent will be assisting. [Letter sent home to parents regarding the assessments for NYS.](#) **April:** **Ways we communicate with our families.**	**April 12, 2023** 3 cafe meetings have been held. ● First: Survey of parents ● Two: how to help and work with and prepare your students for success at home ● Three: Strategies for working with children at home on their academicsNext meeting is scheduled for Tuesday 4/18, focusing on ELA and math, and how to improve reading and math scores. 4/25 - What are their future visions for their children? CET joining the next cafe **May 10, 2023** ● Review of Year End Events & Celebrations ● Mother's Day Tea & Fashion Show ● The Parent Liaison will report to work in August 2023 to begin calling students who have had chronic absenteeism issues from the 2022-2023 school year. IN addition the liaison will finalize the Title I workshops and prepare to roll out the parent leader program NYSPEP. (New York State Parent Program) with a mentor from the state of New York. **130 students** will be engaged in The 12st Century Boys and Girls Club Afterschool Program. The program, in collaboration with the school, will target students who are chronically absent and those students that live 1.5 miles away who are mandated to walk to school.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Active Twitter Page: @RCSDDWCA Active Class Dojo Active Parent App Band Communication Active Community School Facebook Page Active Youtube Page The **Parent Liaison** was instrumental in orchestrating getting food to families in need during the month of April through our food pantry. Received baskets from Browncroft Church during this quarter. All stakeholders have been very instrumental in working together to ensure that the school community is supported. The lead administrator has hired parents and parent volunteers working in the building to support the classroom and the cafe. The community site coordinator and the lead administrator communicate regularly through email, robo calls, website	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	postings with information about the school through School Facebook and media postings. **Informing Future Action Steps:** The school community received a NYPEP Grant (New York State Parenting Education Program Grant for $2, 500. This grant was used to create parent leaders in our school community. These parent leaders will help us uplift our demonstrable indicators while supporting this level 2 indicator. Additionally, Parent Liaison ensured that classroom had Parent Partners in each classroom In addition, Title I funds will be utilized to continue the work of understanding student data and supporting strategies for reading and math at home and in school.	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#105 **3-8 ELA ED Core Subject PI** 22-23 Progress Target: **59.4** (SIRS-106)	Based on this current data, we know that we need more teacher accountability to ensure that ELA Discourse and intentional writing is happening during ELA instruction in the classroom. This data has informed our new strategy for SY 23-24. **ELA Commitment for SY 23-24** If we address how teachers implement repeated reading of texts, engaging all students in opportunities for student discourse to improve reading fluency and comprehension then students will create high-quality, written responses and formal writing pieces daily across a wide range of content areas.	**School Improvement Plan**

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
115 **3-8 Math ED Core Subject PI** 2022-23: Progress Target: **54** (SIRS-106)	Based on this current data, we know that we need more teacher accountability to ensure that Math Discourse and intentional mathematical writing is happening during math instruction in the classroom. This data has informed our new strategy for SY 23-24. **Math Commitment for SY 23-24** If we address how teachers utilize mathematical discourse and the 3-Reads strategy and CUBES to improve students' mathematical understanding, students will be able to independently analyze mathematical problems and explain their thinking verbally and /or in writing across a wide range of content areas.	**School Improvement Plan**

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

Part IV – Community Engagement Team (CET)
[The role of the Community Engagement Team](#) is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

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

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
- List the constituent categories of stakeholders that have participated as CET members during this reporting period. - Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. - Provide data and related evidence used to measure the impact and efficacy of the CET. - Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.	- Outline the process by which new members of the CET will be identified and selected*. - Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. - Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. - What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.

Constituent categories of stakeholders that have participated as CET members during this reporting period: ● 19th Ward : (Dr. Phyllis Moss) - Supports resources and monitors our ELA DI ● Browncroft Community Church:(Alissa Cantanzaro) - Family and Community Engagement ● Monroe County FACT: (Chuck Allen) - Chronic Absenteeism ● Nazareth College Urban Teachers of Tomorrow: (Kai Strange) - ELA and Math ● Southwest Common Council: (John Boutet) ● Rochester Education Foundation: (Amy Stein) Dr. Walter Cooper ● University of Rochester (Dr. Kristen Love) ELA, Math, Enrichment ● University of Rochester Center for Community Engagement (Glen Cerosaletti) ● Boys and Girls Club (Dwayne Mahoney/ Phillipa- Stuart) ELA, Math, Enrichment ● Worth More Nation (Sandy Arena) Girls Group (SEL) ● Children's Institute: (Dawn Breitung) SEL PD for Staff	[Community Needs Assessment Documentation by Community Site Coordinator](#) 19th Ward : (Dr. Phyllis Moss) - Supports resources and monitors our ELA DI and SPelling Bee (Literacy) April 8, 2023 ● Browncroft Community Church:(Alissa Cantanzaro) - Family and Community Engagement ● Monroe County FACT: (Chuck Allen) - Chronic Absenteeism ● Nazareth College Urban Teachers of Tomorrow: (Kai Strange) - ELA and Math ● Southwest Common Council: (John Boutet) Advocacy for family needs ● Rochester Education Foundation: (Amy Stein) Dr. Walter Cooper ● University of Rochester (Dr. Kristen Love) ELA, Math, Enrichment ● University of Rochester Center for Community Engagement (Glen Cerosaletti)

- Common Ground Health (Alicia Evans) - Mobile Crisis: (Strong Hospital) - Catholic Family Charities: (TBD) School Safety - St. John Fisher College: (Alison Bosworth)	- Won Fulbright Scholarship in partnership with The U of R College. This program will take place from September 2023-December 2023. - Boys and Girls Club (Dwayne Mahoney/ Phillipa- Stuart) ELA, Math, Enrichment - Worth More Nation (Sandy Arena) Girls Group (SEL) - Children's Institute: (Dawn Breitung) SEL PD for Staff - Common Ground Health (Alicia Evans) SEL/ Health and Wellness - Mobile Crisis: (Strong Hospital) - Catholic Family Charities: (TBD) School Safety - St. John Fisher College: (Alison Bosworth) recruiting new teachers - MK Gandhi Institute for Nonviolence: Restorative Practices - Rochester Engineering Society (Lee Loomis) : Math Support - Center for Youth (Kia Brooks) SEL Support - MTSS Department (Lisa Montanaro and Colleen Tyler) Progress monitor AIS Plans, MTSS Plans, and School MTSS Action Plan - School Safety and School Culture(Roc Restorative) - NYSED Participatory Budgeting Program: Support for DWCA School 10 Scholars/ Student Government - City of Rochester: Peace Conference (SEL) Apr 17, 2023 - Bach Chorus (Jackie Sprague) Classical Music Chorus concerts will be held on June 9th and June 19th.

Roc Restorative and Circle of Champions: Recruited and determined this year's team. Students will attend their first training of the year on 01/19/23. There are 21 students included on the team. The second training will occur in February. The teams	**Specific Data/ evidence to measure progress between Q2 & Q3:** - 27 families utilized the food pantry every month. - 50+ families are supported for breaks and holidays with food baskets.

will then be able to support classroom circles or smaller groups.. Students completed the full restorative training on 03/06/23. Since completion students have participated in assisting peers with conflicts & promoting classroom peace circles. Circle of champions were recognized by the Mayor of Rochester on 04/17/23

Attendance: Continued to meet weekly with DWCA Attendance Team to monitor and adjust actions for students' attendance. Developed Home Visit Teams to make the next level of support for families that fall within the categories of missing 10 days or more so far this school year. The Attendance Team Agenda is not included as evidence as it includes identifying student information. Attendance Team Agenda (Blank Version)

NYSPEP Parent Cafe
- NYSPEP's vision is that all children will grow up in nurturing families with parents (caregivers) that have the knowledge, skills and confidence to promote their healthy development. NYSPEP's mission is to promote and improve parenting education, in order to enhance parenting skills, knowledge and behavior. We had 7 Meetings which focused on the needs of parents & student enrichment.
    - Session 1 Parent Survey & Brainstorming Ideas'
    - Session 2 Brainstorming & organizing Ideas
    - Introduction to How to Support My Child at Home
    - Tips for Helping Your Child at School
    - Reading & Math Strategies Made Easy
    - Meeting with the CET Team for Parental Partnerships

- 90/135 students registered for the after-school program and Boys and Girls Club.

Emerging trends & future action steps:
- The After-School Program was extremely successful. The program supported 90 students and their families and provided a safe place for students, academic support, and enrichment activities. Additionally, the hours of the program 3:30-6:30 help to support the ability of families to be at the school to access resources. These families may have not had the opportunity when relying on transportation and typical school hours.
- How do we increase the usage of the Food Pantry? We utilized the new refrigerator and freezer to allow perishables to be included in the Foodlink order. Using the Food Pantry Assistance form and our other communications tools we can better advertise and distribute food to families in need,

Part V – Powers of the Receiver *Provide a summary of the use of the School Receiver's powers during 2022-2023 school year.*	

	Describe the anticipated use of the School Receiver's powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).
This quarter, 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 received a specialized phonics program and training for implementation. This program (Magnetic Reading) aligns with our assessment too and will fill curricular phonic and phonemic awareness gaps. Two middle schools will not receive new enrollments for the remainder of the year to limit their class size from further increases. 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. A specialized staff has been added to improve coherence, visioning, and targeted support to instructional coaches and teachers.	

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

Name of Receiver (Print): _Carmine Peluso_

Signature of Receiver: _____

Date: _7/20/23_

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

Name of CET Representative (Print): _LaCynthia Collier_

Signature of CET Representative*: _LaCynthia Collier_

Title of CET Representative: _Social Learning Specialist_

Date: _6.22.23_

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

Receivership, 2022-2023 Final Report and 2023 – 2024 Continuation Plan
(As required under Section 211(f) of NYS Ed. Law)/June2023

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