

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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous 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:
John Walton Spencer School No.16	261600010016	Rochester City School District	N/A	2	Hyperlink to where this report will be: <a href="http://www.rcsdk12.org/innovation">www.rcsdk12.org/innovation</a>

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	Lisa Garrow	7/2018	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.

School #16 continues to focus on our school priorities and lead measures. We monitor data and adjust our practices and professional development plan accordingly. In evaluating the success of each strategy, we identified our next steps for 2023-23. The table below summarizes our five focus areas, success of each one, and intentions for the upcoming school year.

Strategy	Priority Met?	Next Steps
Usage of Being A Writer during the writer’s workshop will increase from approximately 50% of our classroom to 90% by June 23, 2023,	Yes	<ul style="list-style-type: none"> <li>• Provide professional development on unpacking each writing standard</li> <li>• Use standards-based rubrics for each genre</li> <li>• Use Looking at Student Work (LASW) protocol</li> </ul>
Usage of discussion protocols will increase from approximately 30% of our classrooms to 90% by June 2023	Yes	<ul style="list-style-type: none"> <li>• The level (quality) of questioning in classroom discussion will improve from 90% at level 1 to 90% at level 2 by June 2024 as evidenced by the Levels of Discourse rubric.</li> </ul>
Implementation of <i>Leader In Me</i> lessons will increase from 0% of our classrooms to 90% by June 2023	Yes	<ul style="list-style-type: none"> <li>• Trusting relationships between staff and students will increase from 68% to 80% by June 2024 as measured by the Leader In Me MRA Survey.</li> </ul>
Chronic Absenteeism will decrease from 56% to 32% by June 2023	No	<ul style="list-style-type: none"> <li>• Attendance blitz (district and building level)</li> <li>• Attendance incentives</li> <li>• Solicit more community support</li> </ul>
Parent attendance at school-wide events will increase from 60% to 90% by June 2023	Yes	<ul style="list-style-type: none"> <li>• Create and send out the needs assessment to all families</li> <li>• Determine needs and plan support accordingly</li> </ul>

Our two school-wide Wildly Important Goals (WIGS) and how we progressed are as follows:

- Increase the percentage of students scoring proficient in i-Ready Reading from 8% to 51% by June 2023. Spring data shows that 31% of our students are proficient in i-Ready Reading.
- Increase the percentage of students scoring proficient in i-Ready Math from 2% to 42% by June 2023. Again, spring data shows that 27% of our students are proficient in i-Ready Math.

We continue to receive support from our community partners, school and district staff, and families to support our school-wide priorities. We continue to receive monthly coaching to support the implementation of *Leader In Me* and have implemented several incentives to increase daily attendance. After each benchmark assessment, we identify specific standards in which students lack proficiency. We then create action plans to address these skill gaps. The plans are monitored monthly. Our Community Site Coordinator position is currently vacant. The school principal and assistant principal have taken on the job responsibilities for the position at this time.

**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 can 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

SWD 25.9%

Total Current Enrollment/Registrant Counts: N= 378

ELL 3%

<b>SWD/ELL percentage total</b> <b>28.9%</b>
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Date of Capture: 6/21/23

<b>Average Daily Attendance and Chronic Absenteeism Rate by the Year</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Average Daily Attendance Rate</b>	89.2 %	88.4 %	81.7%	83.1%
<b>Chronic Absenteeism Rate</b>	39.9%	Covid%	60.1%	49.2%

<b>Suspension % Rate and Number by Category</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Out-of-School Suspensions</b>	6.5%/ 13	.7%/ 2	1.9%/ 6	.53%/ 2
<b>Duplicated Suspensions</b>	5.02%/ 21	1.54 %/ 6	.8%/ 3	.27%/ 1
<b>Unduplicated Suspensions</b>	4.6% / 19	1.7% / 7	1.6% / 6	.53% / 2
<b>ELL Suspensions</b>	0% / 0	0% / 0	0% / 0	0% / 0
<b>SWD Suspensions</b>	0% / 0	2.4% / 2	5.8% / 4	0% / 0

**Suspension Tracking and Reporting Addendum**

<p><b><u>Out of School Suspensions #:</u></b></p> <p>Number of students who received at least one day of out of school suspension.</p>
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**Duplicated Suspensions #: 0**

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

**Unduplicated Suspensions #: 2**

Number of students suspended out of school one time.

**English Language Learners (ELL) Suspensions #: 0**

Number of ELL students suspended at least one time.

**Students with Disabilities (SWD) Suspensions #: 0**

Number of students with disabilities suspended at least one time.

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

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan*, include processes for assessing 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.*

<b>Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023</b>	<b>Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan</b>
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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.
The use of Being a Writer during Writer's Workshop will increase from approximately 50% of our classrooms to 90% by June 2023.	The use of Being a Writer during the writer's workshop was selected because students struggled with writing in class and on New York State assessments. The Being a Writer program consists of daily writing in all grade levels. The Being a Writer program will be used as a resource for writing in the 2023-2024 school year.	Standards-based writing will increase from a baseline of 14% in September 2023, to 90% by June 2024. This will be evidenced by teachers unpacking standards-based learning targets and students' ability to articulate what element of writing they are working on to become better writers.	In the 2023-2024 school year, we will focus on standards-based writing in grades K-6. Student work will be analyzed using rubrics that were created to assess students' command of the appropriate writing standards. Teachers will unpack the writing standards to understand what the expectations for grade-appropriate student writing are. Genres across grade levels will be implemented and followed.
The use of discussion protocols will increase from approximately 30% of our classrooms to 90% by June 2023.	The level (quality) of questioning in classroom discussion will improve from 90% at level 1 to 90% at level 2 by June 2024 as evidenced by the Levels of Discourse rubric.	Continuation of mathematical discourse to promote rich mathematical discussions for developing conceptual understanding. On a quarterly basis, teachers will reflect on the quality of their questioning in classroom discussions using the Levels of Classroom Discourse rubric.	Introduce and implement new talk protocols for higher levels of questioning; Increase focus on 3 Reads in RDW; Increase opportunities for writing so students can express and explain the thinking and reasoning as part of each closing; Focus on key math vocabulary; teach vocabulary words within the context and use the words in writing when explaining the thinking and reasoning.
The implementation of Leader In Me (LIM) lessons will increase from 0% of our classrooms to 90% by June 2023.	Leader in Me was chosen due to a lack of student voice, student choice, and student leadership roles embedded into our	Circle Champions Program, Use of the Lighthouse Team (Leader In Me), Modeling of LIM lessons by the LIM Coordinator	Continue with the Circle Champions Program, the Lighthouse Team and work towards the new goal;






	culture. There was a need to decrease disciplinary referrals and suspensions.		Trusting relationships between staff and students will increase from 68% to 80% by June 2024 as measured by the Leader In Me MRA Survey.
Chronic Absenteeism will decrease from 56% to 32% by June 2023.	<p>With the use of the school-wide Weekly Attendance Report, the attendance team will conduct bi-weekly attendance meetings to categorize the root causes of students' absenteeism in order to align district and community support services with the needs of students and families.</p> <p>Implement school-wide attendance incentives for classrooms, target chronically absent students, and acknowledge students with perfect attendance and attendance growth.</p>	<ul style="list-style-type: none"> <li>• Bi-weekly attendance meetings</li> <li>• Tiered system to identify tier 1, 2, and 3 students</li> <li>• School-wide attendance incentives</li> <li>• Parent liaison, social worker, a member of the Administrative Team (School Community Site Coordinator), secretarial staff, district liaison, and school counselor are providing targeted support through conducting home visits, weekly phone calls, and connecting district and community resources to meet family needs.</li> </ul>	The team needs to have a pulse on each and every chronic absence from the beginning of the 2023.2024 school year. Using the multiple supports in place will allow the team to dissolve barriers and create year-long incentives. Attendance incentives were key to improving our attendance during the second half of the year.
Increase parent attendance at school-wide events/parent workshops from 60% to 90% by June 2023.	Parent participation in school-wide events and workshops was low.	Parent workshops will be identified and conducted based on the September needs assessment survey. Incentives for parents, along with dinner, will be provided.	Parent workshops will be selected based on the September family needs assessment.

**Part II – Demonstrable Improvement Level 1 Indicators**

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

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#5 School Safety	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• The Tiered Student Support Team has been meeting bi-weekly to analyze student disciplinary referrals. The team has been reviewing the specific reasons for each referral and the location of the incident. The tiered support “Check and Connect” document continues to be updated with names of the students that are determined to be in crisis (based upon the number/frequency of referrals for the student).</li> <li>• Students in crisis are working with effective strategies and a “Check and Connect” adult up to two times a day.</li> <li>• The Eagles’ Nest (calming room) redesign has shown effectiveness. The use of visuals that describe the Zones of Regulation and strategies that students are identifying with have contributed to a reduction in referrals by 20% as of mid-April.</li> </ul> <p><b>Action Steps Implemented:</b></p>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <p><b>Data and Rationale:</b></p> <p>111 Referrals for 2022-2023</p> <ul style="list-style-type: none"> <li>• 21 Duplicated Referrals <ul style="list-style-type: none"> <li>○ 13 students had 4 or more referrals</li> <li>○ 2 classroom teachers account for 54 referrals <ul style="list-style-type: none"> <li>■ 19 from a 12:1:1 5th grade</li> <li>■ 35 from a general education 3rd grade</li> </ul> </li> </ul> </li> <li>• 13 Unduplicated Referrals</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Referral Link</a></li> <li>• <a href="#">Tier 1 Classroom Management Strategies</a></li> <li>• <a href="#">Leader in Me Rubric</a></li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Create a Tiered Behavioral Support Team</li> <li>● Conduct bi-weekly Tiered Behavior Support Team meetings</li> <li>● Analyze discipline data and determine the location and causes for the behaviors</li> <li>● Create “Check and Connect” plans for students in crisis</li> <li>● Review PBIS and restorative practices guidance, and expectations for staff</li> <li>● Conduct station rotations in classrooms to teach school-wide behavior expectations in the classroom, hallways, bathrooms, cafeteria, playground, and the bus</li> <li>● Conduct monthly school-wide character education assemblies</li> <li>● Meet with Problem Solving Team weekly</li> <li>● Use of the Tiered Behavioral Support Chart for “Eagles’ Nest” (calming room) including the new sensory materials</li> <li>● Leader in Me implementation</li> </ul>	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#33 3-8 ELA All Students MGP	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Classroom support from TOA to plan, co-teach and model lessons</li> <li>● Creation of action plans to determine standards that need instructional focus</li> <li>● Data cycles every 6 weeks to monitor progress</li> <li>● Multi-Tiered System of Support, including acceleration and intervention, embedded in instructional schedules for ELA and math</li> <li>● Reading test genre lessons and strategies implemented weekly in all grade levels</li> <li>● Grade level access to reading and writing materials</li> </ul> <p><b>Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● Use of grade level materials in reading and writing</li> <li>● Creation of standards-based rubrics for writing genres</li> <li>● School-wide use of RACE</li> <li>● Standards-aligned action plans</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <ul style="list-style-type: none"> <li>● Use of writing standards to drive instruction</li> <li>● Action plans to drive specific focus in small groups</li> <li>● Continue to utilize the RACE strategy</li> <li>● Based on spring i-Ready data, a focus on reading comprehension (literal and informational) and vocabulary</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>●  4DX &amp; BAW Learning Walk Results</li> <li>●  JWS 16 ELA CFA Quarterly Reports (2022-2023)</li> <li>●  2022-23 ELA Fall-Winter-Spring iReady Comparison</li> <li>● <a href="#">ELA Action Plans -2</a></li> <li>● <a href="#">Writing Rubrics</a></li> </ul> <p>In this year's ELA CFA in grades 3-6, we saw a significant increase in the number of students reaching or exceeding standards from CFA 1 to CFA 3. CFAs include reading and responding and aligning with the New York State Assessments</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ongoing professional development</li> </ul>	
#39 3-8 Math All Students MGP	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>• Provision of tasks/problems for students to engage in rich mathematical discussions through the use of discussion protocols. Students were expected to demonstrate thinking and reasoning skills in solving the tasks/problems.</li> <li>• Development and teaching of effective comprehension strategies and visual models to help students solve word problems.</li> </ul> <p><b>Action Steps implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>Read, Draw, and Write (RDW)</b> strategy with an emphasis on <b>Draw</b> to promote students’ mathematical thinking using specific mathematical visual representations and mathematical practices.</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>• Continuation of mathematical discourse to promote rich mathematical discussions for developing conceptual understanding; Have teachers and students continue to utilize discussion protocols during mathematical discussions.</li> <li>• Continue to use-high level tasks/problems with students to demonstrate thinking and reasoning skills when solving.</li> <li>• Continue the use of effective comprehension strategies and visual representations to solve mathematical tasks/problems.</li> </ul> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Embed 3 Reads in the Read of RDW</li> <li>• Utilize specific visual models and mathematical representation to comprehend and solve word problems.</li> <li>• High-level thinking tasks to promote rich mathematical discussions.</li> <li>• Utilize “100 questions that Promote Math Discourse” and accountable talk during to facilitate mathematical discussion.</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● High-level thinking tasks to promote rich mathematical discussions.</li> <li>● Utilize “100 questions that Promote Math Discourse” and accountable talk to facilitate mathematical discussion.</li> <li>● Frequent opportunities for writing in math to help develop mathematical thinking processes by explaining the thinking and reasoning.</li> <li>● Rigorous instruction (focus, coherence, and rigor) that provides students with appropriate learning experiences that are diverse and equitable. <ul style="list-style-type: none"> <li>● Incorporate New York State-released questions into core instructions as part of morning work or application practice.</li> <li>● Focus on knowledge of content and pedagogy during Team Days and professional development.</li> <li>● Ongoing Professional Development from the district math department for cohort training.</li> <li>● TOA support by planning, modeling, and co-teaching lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Frequent opportunities for writing in math to help develop mathematical thinking processes by explaining the thinking and reasoning.</li> <li>● Rigorous instruction (focus, coherence, and rigor) that provides students with appropriate learning experiences that are diverse and equitable.</li> <li>● Focus on knowledge of content and pedagogy during Team Days and professional development.</li> <li>● TOA support by planning, modeling, and co-teaching lessons</li> <li>● i-Ready individualized learning path and instructional tools</li> <li>● Teachers’ self-evaluation and reflection of mathematical discourse in their classrooms.</li> <li>● Learning Labs for individual teachers to participate in the learning and teaching of other colleagues.</li> <li>● Utilize <i>Effective Talk Formats</i>, <i>Talk Moves</i> and <i>Pose Purposeful Questions</i>, and add new talk strategies to teachers’ repertoire.</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">iReady Spring 2023</a></li> <li>● <a href="#">i-Ready Diagnostic Results 2022-2023</a></li> <li>● <a href="#">CFA results 2022-2023</a></li> <li>● i-Ready spring data shows an overall low performance in math, but high growth for our students. The percentage of students performing below grade level has reduced significantly and the percentage of students performing at or above grade level has</li> </ul>



<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
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#100 3-8 ELA All Students Core Subject PI	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Classroom support from TOA to plan, co-teach, and model lessons</li> <li>● Creation of action plans to determine standards that need instructional focus</li> <li>● Data cycles every 6 weeks to monitor progress</li> <li>● Multi-Tiered System of Support, including acceleration and intervention, embedded in instructional schedules for ELA and math</li> <li>● Reading test genre lessons and strategies implemented weekly in all grade levels</li> <li>● Grade level access to reading and writing materials</li> </ul> <p><b>Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● Use of grade level materials in reading and writing</li> <li>● Creation of standards-based rubrics for writing genres</li> <li>● School-wide use of RACE</li> <li>● Standards-aligned action plans</li> <li>● Ongoing professional development</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <ul style="list-style-type: none"> <li>● Use of writing standards to drive instruction</li> <li>● Action plans to drive specific focus in small groups</li> <li>● Continue to utilize the RACE strategy</li> <li>● Based on spring i-Ready data, a focus on reading comprehension (literal and informational) and vocabulary</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">4DX &amp; BAW Learning Walk Results</a></li> <li>● <a href="#">JWS 16 ELA CFA Quarterly Reports (2022-2023)</a></li> <li>● <a href="#">2022-23 ELA Fall-Winter-Spring iReady Comparison</a></li> <li>● <a href="#">ELA Action Plans -2</a></li> <li>● <a href="#">Writing Rubrics</a></li> </ul> <p>In this year's ELA CFA in grades 3-6, we saw a significant increase in the number of students reaching or exceeding standards from CFA 1 to CFA 3. CFAs include reading and responding and aligning with the New York State Assessments.</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#110 3-8 Math All Students Core Subject PI	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>● Provision of tasks/problems for students to engage in rich mathematical discussions through the use of discussion protocols. Students were expected to demonstrate thinking and reasoning skills in solving the tasks/problems.</li> <li>● Development and teaching of effective comprehension strategies and visual models to help students solve word problems.</li> </ul> <p><b>Action Steps implemented:</b></p> <ul style="list-style-type: none"> <li>● <b>Read, Draw, and Write (RDW)</b> strategy with an emphasis on <b>Draw</b> to promote students’ mathematical thinking using specific mathematical visual representations and mathematical practices.</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>● Continuation of mathematical discourse to promote rich mathematical discussions for developing conceptual understanding; Have teachers and students continue to utilize discussion protocols during mathematical discussions.</li> <li>● Continue to use-high level tasks/problems with students to demonstrate thinking and reasoning skills when solving.</li> <li>● Continue the use of effective comprehension strategies and visual representations to solve mathematical tasks/problems.</li> </ul> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Embed 3 Reads in the Read of RDW</li> <li>● Utilize specific visual models and mathematical representation to comprehend and solve word problems.</li> <li>● High-level thinking tasks to promote rich mathematical discussions.</li> <li>● Utilize “100 questions that Promote Math Discourse” and accountable talk during to facilitate mathematical discussion.</li> </ul>




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#150 Grades 4 and 8 Science All Students Core	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <ul style="list-style-type: none"> <li>• Implemented district Amplify Education curriculum and pacing for K-5 and OpenSciEd curriculum for Grade 6 for quarter 3 and quarter 4 of 2022-2023 academic year.</li> </ul>	<p><b><u>Strategies &amp; Action Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Full implementation of district Amplify Education curriculum and pacing for K-5 and OpenSciEd curriculum for Grade 6 for the 2023-2024 academic year.</li> <li>• Science experts at each grade level turn key important information to respective teachers.</li> </ul>



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Subject PI	<ul style="list-style-type: none"> <li>● Science experts at each grade level trained respective teachers.</li> <li>● Ongoing district training and professional development throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement required investigations at each grade level as designated by NYSED.</li> <li>● Ongoing district training and professional development throughout the school year.</li> <li>● Utilize the science lab for investigations. A lab schedule will be created for classrooms.</li> </ul>
#160 EM Chronic Absenteeism - All Students	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Implement school-wide attendance incentives for classrooms, target chronically absent students, and acknowledge students with perfect attendance and attendance growth.</li> </ul> <p><b>Action Steps implemented:</b></p> <ul style="list-style-type: none"> <li>● Bi-weekly attendance meetings</li> <li>● Tiered system to identify tier 1, 2, and 3 students</li> <li>● School-wide attendance incentives</li> <li>● Parent liaison, social worker, a member of the Administrative Team (School Community Site Coordinator), secretarial staff, district liaison, and</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Continue and increase school-wide attendance incentives for classrooms, target chronically absent students, and acknowledge students with perfect attendance and attendance growth.</li> </ul> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Bi-weekly attendance meetings</li> <li>● Tiered system to identify tier 1, 2, and 3 students</li> <li>● School-wide attendance incentives</li> <li>● Parent liaison, social worker, a member of the Administrative Team (School Community Site Coordinator), secretarial staff, district liaison, and school counselors are providing targeted support through conducting home visits, weekly phone calls, and connecting district and community resources to meet family needs.</li> </ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>school counselors are providing targeted support through conducting home visits, weekly phone calls, and connecting district and community resources to meet family needs.</p>	<p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>● 2022-2023 Target 30%</li> <li>● 2022-2023 Actual 49.2%</li> <li>● Average Daily attendance 83.1%</li> <li>● <a href="#">JWS School 16 (22-23) Weekly Attendance Report</a></li> <li>● <a href="#">2022-2023 School 16's Attendance Incentive Slide Presentation</a></li> </ul>
#180 3-8 ELP Success Ratio - All Students	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Classroom support from TOA to plan, co-teach and model lessons</li> <li>● Creation of action plans to determine standards that need instructional focus</li> <li>● Data cycles every 6 weeks to monitor progress</li> <li>● Multi-Tiered System of Support, including acceleration and intervention, embedded in instructional schedules for ELA and math</li> <li>● Reading test genre lessons and strategies implemented weekly in all grade levels</li> <li>● Grade level access to reading and writing materials</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <ul style="list-style-type: none"> <li>● Use of writing standards to drive instruction</li> <li>● Action plans to drive specific focus in small groups</li> <li>● Continue to utilize the RACE strategy</li> <li>● Based on spring i-Ready data, a focus on reading comprehension (literal and informational) and vocabulary</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>●  4DX &amp; BAW Learning Walk Results</li> <li>●  JWS 16 ELA CFA Quarterly Reports (2022-2023)</li> <li>●  2022-23 ELA Fall-Winter-Spring iReady Comparison</li> <li>● <a href="#">ELA Action Plans -2</a></li> <li>● <a href="#">Writing Rubrics</a></li> </ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p><b>Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>• Use of grade level materials in reading and writing</li> <li>• Creation of standards-based rubrics for writing genres</li> <li>• School-wide use of RACE</li> <li>• Standards-aligned action plans</li> <li>• Ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• In this year's ELA CFA in grades 3-6, we saw a significant increase in the number of students reaching or exceeding standards from CFA 1 to CFA 3. CFAs include reading and responding and align with the New York State Assessments.</li> </ul>

**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.*


<p align="center"><b>Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023</b></p>	<p align="center"><b>2023-2024 School Year Continuation Plan for Meeting this Indicator</b></p>
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Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#2 Plan for and implement Community School Model	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Action Steps Implemented:</b></p> <ul style="list-style-type: none"> <li>● Hired a new Community School Site Coordinator to implement the Community School Model, 10/31/23</li> <li>● Vacated on 3/3/23 <ul style="list-style-type: none"> <li>○ Principal and Assistant Principal will split the role responsibilities for the remainder of the year</li> </ul> </li> <li>● Formed a partnership with Monroe Community College to provide teacher mentorship and field experience for MCC Education students. This, in turn, provides classroom teachers with instructional support.</li> <li>● Established a partnership with Vision Financial Group to provide parent and staff workshops surrounding financial literacy.</li> <li>● Engaged in the RCSD process to establish an after-school program for the 2022-2023 school year in partnership with the community-based program Breaking All Barriers.</li> </ul>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Interview for new Community Site Coordinator in Summer 2023</li> <li>● Begin to prepare for new needs assessment</li> <li>● Survey all stakeholders</li> <li>● Bi-monthly CET meetings</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Conducted parent and school needs assessments in the form of surveys. Data was collected on the need for integrated tutoring services and community resources. The links to the surveys are below. <a href="#">School 16 Tutoring Integrated Services: 19 Ward Community Association</a> <a href="#">2022- 2023 School #16 Family Engagement Survey</a></li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>● Community Engagement Meetings</li> <li>● <a href="#">22-23 CET Meeting Dates and zoom links (Updated)</a></li> <li>● Parent/Family:Workshops/Events</li> <li>● Welcome Back Breakfast for Parents, 9/15/22</li> <li>● Parent and Administrative Team Meet and Greet, 1/24/23</li> <li>● Soup, Sip, and See (parent workshop to build community and provide school and community-based resources), 12/14/22</li> </ul> <p><a href="#">Soup, Sip, and See Flyer</a></p> <ul style="list-style-type: none"> <li>● Debt Management Parent Workshop, 2/9/23</li> <li>● Leader In Me Parent Workshop, 6/7/23</li> <li>● Project Fair 3/23/23</li> </ul>	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• Mother and Son Ball 5/19/23</li> <li>• Father and Daughter Ball 6/13/23</li> </ul>	
#6 Family and Community Engagement ( <a href="#">DTSDE Tenet 6</a> )	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <ul style="list-style-type: none"> <li>• Host monthly Community Engagement Team meetings to inform and collaborate with diverse stakeholders to build community and meet the needs of students and families.</li> <li>• <a href="#">22-23 CET Meeting Dates and zoom links (Updated)</a></li> <li>• We are in the process of partnering with the 19th Ward Community Association to provide integrated tutoring services to academically support students in reading and math. The teacher needs assessment survey is below.</li> <li>• <a href="#">School 16 Tutoring Integrated Services: 19 Ward Community Association</a></li> <li>• Established a partnership with Living Word Church to support school-wide attendance incentives.</li> <li>• Parent/Family: Workshops/Events <ul style="list-style-type: none"> <li>• Welcome Back Breakfast for Parents, 9/15/22</li> </ul> </li> </ul>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Bi-monthly CET meetings</li> <li>• Survey Families for new workshop interests</li> <li>• Continue traditional events and create new events</li> <li>• Research possible name update as community requested</li> <li>• Build upon partnerships and create new partnerships</li> </ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
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#102 3-8 Black Core Subject PI	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Classroom support from TOA to plan, co-teach and model lessons</li> <li>• Creation of action plans to determine standards that need instructional focus</li> <li>• Data cycles every 6 weeks to monitor progress</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Use of writing standards to drive instruction</li> <li>• Action plans to drive specific focus in small groups</li> <li>• Continue to utilize the RACE strategy</li> <li>• Based on spring i-Ready data, a focus on reading comprehension (literal and informational) and vocabulary</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>•  4DX &amp; BAW Learning Walk Results</li> </ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• Multi-Tiered System of Support, including acceleration and intervention, embedded in instructional schedules for ELA and math</li> <li>• Reading test genre lessons and strategies implemented weekly in all grade levels</li> <li>• Grade level access to reading and writing materials</li> </ul> <p><b>Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>• Use of grade level materials in reading and writing</li> <li>• Creation of standards-based rubrics for writing genres</li> <li>• School-wide use of RACE</li> <li>• Standards-aligned action plans</li> <li>• Ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">JWS 16 ELA CFA Quarterly Reports (2022-2023)</a></li> <li>• <a href="#">2022-23 ELA Fall-Winter-Spring iReady Comparison</a></li> <li>• <a href="#">ELA Action Plans -2</a></li> <li>• <a href="#">Writing Rubrics</a></li> </ul> <p>In this year's ELA CFA in grades 3-6, we saw a significant increase in the number of students reaching or exceeding standards from CFA 1 to CFA 3. CFAs include reading and responding and align with the New York State Assessments.</p>
#105 3-8 ELA ED Core subject PI	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Classroom support from TOA to plan, co-teach and model lessons</li> <li>• Creation of action plans to determine standards that need instructional focus</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Use of writing standards to drive instruction</li> <li>• Action plans to drive specific focus in small groups</li> <li>• Continue to utilize the RACE strategy</li> <li>• Based on spring i-Ready data, a focus on reading comprehension (literal and informational) and vocabulary</li> </ul>

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	<ul style="list-style-type: none"> <li>● Data cycles every 6 weeks to monitor progress</li> <li>● Multi-Tiered System of Support, including acceleration and intervention, embedded in instructional schedules for ELA and math</li> <li>● Reading test genre lessons and strategies implemented weekly in all grade levels</li> <li>● Grade level access to reading and writing materials</li> </ul> <p><b>Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● Use of grade-level materials in reading and writing</li> <li>● Creation of standards-based rubrics for writing genres</li> <li>● School-wide use of RACE</li> <li>● Standards-aligned action plans</li> <li>● Ongoing professional development</li> </ul>	<p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>●  4DX &amp; BAW Learning Walk Results</li> <li>●  JWS 16 ELA CFA Quarterly Reports (2022-2023)</li> <li>●  2022-23 ELA Fall-Winter-Spring iReady Comparison</li> <li>● <a href="#">ELA Action Plans -2</a></li> <li>● <a href="#">Writing Rubrics</a></li> <li>● In this year's ELA CFA in grades 3-6, we saw a significant increase in the number of students reaching or exceeding standards from CFA 1 to CFA 3. CFAs include reading and responding and align with the New York State Assessments.</li> </ul>
#115 3-8 Math ED Core Subject PI	<p><b>Specific Strategies and Action Steps Toward Progress:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>● Provision of tasks/problems for students to engage in rich mathematical discussions through the use of</li> </ul>	<p><b>Strategies and Action Steps for 2023-2024:</b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● RCSD instructional framework and District math curriculum, pacing, and sequencing of lessons.</li> <li>● Continuation of mathematical discourse to promote rich mathematical discussions for developing conceptual understanding; Have teachers and students continue to utilize discussion protocols during mathematical discussions.</li> </ul>



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	<p>discussion protocols. Students were expected to demonstrate thinking and reasoning skills in solving the tasks/problems.</p> <ul style="list-style-type: none"> <li>● Development and teaching of effective comprehension strategies and visual models to help students solve word problems.</li> </ul> <p><b>Action Steps implemented:</b></p> <ul style="list-style-type: none"> <li>● <b>Read, Draw, and Write (RDW)</b> strategy with an emphasis on <b>Draw</b> to promote students’ mathematical thinking using specific mathematical visual representations and mathematical practices.</li> <li>● High-level thinking tasks to promote rich mathematical discussions.</li> <li>● Utilize “100 questions that Promote Math Discourse” and accountable talk to facilitate mathematical discussion.</li> <li>● Frequent opportunities for writing in math to help develop mathematical thinking processes by explaining the thinking and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to use-high level tasks/problems with students to demonstrate thinking and reasoning skills when solving.</li> <li>● Continue the use of effective comprehension strategies and visual representations to solve mathematical tasks/problems.</li> </ul> <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Embed 3 Reads in the <b>Read of RDW</b></li> <li>● Utilize specific visual models and mathematical representation to comprehend and solve word problems.</li> <li>● High-level thinking tasks to promote rich mathematical discussions.</li> <li>● Utilize “100 questions that Promote Math Discourse” and accountable talk during to facilitate mathematical discussion.</li> <li>● Frequent opportunities for writing in math to help develop mathematical thinking processes by explaining the thinking and reasoning.</li> <li>● Rigorous instruction (focus, coherence, and rigor) that provides students with appropriate learning experiences that are diverse and equitable.</li> <li>● Focus on knowledge of content and pedagogy during Team Days and professional development.</li> <li>● TOA support by planning, modeling, and co-teaching lessons</li> <li>● i-Ready individualized learning path and instructional tools</li> <li>● Teachers’ self-evaluation and reflection of mathematical discourse in their classrooms.</li> </ul>

<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Rigorous instruction (focus, coherence, and rigor) that provides students with appropriate learning experiences that are diverse and equitable.</li> <li>● Incorporate New York State-released questions into core instructions as part of morning work or application practice.</li> <li>● Focus on knowledge of content and pedagogy during Team Days and professional development.</li> <li>● Ongoing Professional Development from the district math department for cohort training.</li> <li>● TOA support by planning, modeling and co-teaching lessons.</li> <li>● i-Ready individualized learning path and instructional tools.</li> <li>● Teachers' self-evaluation and reflection of mathematical discourse in their classrooms.</li> <li>● Learning Labs for individual teachers to participate in the learning and teaching of other colleagues.</li> <li>● Utilize <i>Effective Talk Formats, Talk Moves and Pose Purposeful Questions</i>, and add new talk strategies to teachers' repertoires.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Labs for individual teachers to participate in the learning and teaching of other colleagues.</li> <li>● Utilize <i>Effective Talk Formats, Talk Moves and Pose Purposeful Questions</i>, and add new talk strategies to teachers' repertoire</li> </ul> <p><b>Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">iReady Spring 2023</a></li> <li>● <a href="#">i-Ready Diagnostic Results 2022-2023</a></li> <li>● <a href="#">CFA results 2022-2023</a></li> <li>● i-Ready spring data shows an overall low performance in math, but high growth for our students. The percentage of students performing below grade level has reduced significantly and the percentage of students performing at or above grade level has increased. 33% of grade 3, 21% of grade 4, 9% of grade 5, and 28% of grade 6 students performed at and above grade level.</li> <li>● i-Ready spring data shows School 16's performance in math (29% at grade level and above) exceeded the RCSD's performance (21%).</li> <li>● i-Ready spring data shows School 16's performance in math (29% at grade level and above) exceeded the RCSD's performance (21%).</li> <li>● Two domains remain strong for School 16, as the majority of the content focuses on Numbers and Operations and Algebra and Algebraic Thinking.</li> <li>● CFA data shows an overall improvement in Grades 5 and Grade 6.</li> </ul>



<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● Include a description of any adjustments made since the last reporting period along with 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.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Math Learning Walk Results 12/5/2022</a></li> <li>● <a href="#">Math Learning Walk Results 1/31/2023</a></li> <li>● <a href="#">Math Learning Walk Data Comparison</a></li> <li>● <a href="#">iReady Diagnostic Results 2022-2023</a></li> <li>● <a href="#">CFA results 2022-2023</a></li> <li>● <a href="#">Action Plans</a></li> <li>● <a href="#">RDW Data</a></li> </ul> <p><b>Data Trend:</b></p> <ul style="list-style-type: none"> <li>● CFA data shows an increase in students meeting the standards at grades 3, 4, and 6 with 32%, 18%, and 28%, respectively. Students exceeding standards increased 3% in grade 5 and 38% in grade 6.</li> <li>● i-Ready data shows an increase of students performing above grade level - 9% in grade 3, 5% in grade 4, and 7% in grade 6.</li> <li>● RDW data shows an overall increase. 40%-50% of students are able to use the strategy independently.</li> </ul>	<ul style="list-style-type: none"> <li>● RDW data shows that most students are able to use the <b>R</b> strategy independently. However, most students are still having difficulty comprehending the questions. Students need to create visual models and/or visual representations to help them comprehend questions. We will continue to emphasize the <b>D</b> for students to use visual models consistently, and the <b>W</b> to explain their thinking and reasoning. 3 Reads will be embedded in the R so students will read the question at least 3 times while using CUB.</li> <li>● Based on data from i-Ready, CFAs, RDW use, teacher input and observations, and administrative walkthroughs, we will continue with current strategies and action steps for the year 2023-2024.</li> </ul> <p><b>Adjustments and Impact</b></p> <ul style="list-style-type: none"> <li>● Increase focus on 3 Reads in RDW.</li> <li>● Introduce and implement new talk protocols for higher level of questioning.</li> <li>● Focus on key math vocabulary; teach vocabulary words within context and use the words in writing when explaining the thinking and reasoning.</li> <li>● Increase opportunities for writing so students can express and explain the thinking and reasoning as part of each closing.</li> <li>● Practice New York State released questions as part of morning work or application on a weekly basis.</li> <li>● Unpack and dig deeper with standards, unit and lesson plans.</li> </ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with 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.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning Walk Data ( 1/31/2023) - 100% of the 9 classrooms conducting math workshops were utilizing <i>Productive Talk Moves</i>. In 100% of the 9 classrooms, students were observed using discussion protocols.</li> <li>• Walkthrough data: 58% of all classrooms used the <i>Turn and Talk</i> protocol; 26% of all classrooms used the <i>Think, Pair, Share</i> protocol; 49% of classrooms conducted math discussions (an increase of 21% from January).</li> </ul>	

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

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

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

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

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the process by which new members of the CET will be identified and selected*.</li> <li>Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li> <li>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.</li> </ul>
<p>Vacant - Community School Site Coordinator            Lisa Garrow - Principal            Robert Burns - Vice Principal            John Boutet - 19th Ward Community Member            Michele Michel - ELA Instructional Support Teacher            Jennifer Osborne - Data Coach            Lieselle Taylor - Director of Community Schools            Pam Kuek - Math Instructional Support Teacher            Amy Schramm - Art Teacher            Nancy Weinstein - Kindergarten Teacher            Courtney Smart - Kindergarten Teacher            Ernestine Brown - Parent Liaison            Alyssa DeBack - School Psychologist            Jay Ross Roberta McGill - Clergy            Derrell Fuller - Center for Youth            Phyllis Moss - 19th Ward Community Member            5th Grade Student            6th Grade Student</p>	<p>The Community Engagement Team recommends continuing with the community school philosophy. They want to continue to build community partnerships within the 19th Ward and beyond. Ongoing work must be done to continue to strengthen relationships with families and the community in order to tackle chronic absenteeism, provide integrated academic and social-emotional support for students, and meet the needs of families.</p>

**Part V – Powers of the Receiver**

<p><i>Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>
<p>At school #16, all professional learning on Wednesdays after school was mandatory for most RTA staff. Topics included, but were not limited to: Being a Writer implementation, math curriculum, pacing, and discussion protocols, Leader in Me implementation, and i-Ready action planning.</p> <p>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.</p>	


**Part VI – Assurance and Attestation**

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

Name of Receiver (Print):

Signature of Receiver:

Date:

  
\_\_\_\_\_  
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): Michele Michel

Signature of CET Representative\*:

Title of CET Representative:

Date:

  
ELA Teacher on Assignment  
July 10, 2023

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